DOCUMENT RESUME

ED 088 318 HE 005 194

TITLE Institutional Program for Fort Hays Kansas State College Hays, Kansas. Second Edition.
INSTITUTION Fort Hays Kansas State Coll., Hays.
PUB DATE Apr 73
NOTE 98p.

EDRS PRICE MF-$0.75 HC-$4.20
DESCRIPTORS College Role; *Colleges; Educational Assessment; *Educational Objectives; *Higher Education; *Instructional Programs; *Program Descriptions
IDENTIFIERS *Fort Hays Kansas State College

ABSTRACT

This document presents an overview of the instructional program at Fort Hays Kansas State College. The historical overview concerns present status, the educational task, the general mission of the Regent Institutions, and the instructional mission of FHKSC. Goals and objectives in seven program areas are discussed, including instruction, research, public service, academic support, student services, institutional support, and independent operations. Comments concerning the organizational, honors program, students, cultural, and recreational areas are included. Constraints of the program and affinities are indicated, in addition to appendices covering an information inventory. (MJM)

ED 088318

INSTITUTIONAL PROGRAM

FOR

FORT HAYS KANSAS STATE COLLEGE

HAYS, KANSAS

Prepared by:

Director of Institutional Research

Ad Hoc Committee on Institutional Program

In Consultation with: Caudill Rowlett Scott, Houston, Texas

Adopted by: Long Range Planning Committee

HE 005 194

Second Edition

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April 1973

TABLE OF CONTENTS

	PAGE
TABLE OF CONTENTS	ii
PREFACE	v
HISTORICAL OVERVIEW	1
Present Status	1
The Educational Task	2
General Mission of the Regent Institutions	3
Instructional Mission of Fort Hays Kansas State College	3
FORMAT OF THE STUDY	5
ASSUMPTIONS	7
OVER-RIDING CONCERNS: ENROLLMENT AND PROGRAM	9
Identification of Six Paramount Goals	9
GOALS AND OBJECTIVES IN SEVEN PROGRAM AREAS	14
Instruction	14
Research	23
Public Service	27
Academic Support	29
Student Services	32
Institutional Support	38
Independent Operations	42
ADDITIONAL COMMENTS	43
Organizational	43
Honors Program	43
Students	43
Cultural	44
Recreational	44

PAGE

CONSTRAINTS 45

AFFINITIES 47

APPENDICES: INFORMATION INVENTORY - FALL 1971 DATA WITH 1972 UPDATE 48

A - Organizational Chart 48

B - General Data 49

C - Enrollment Data Reported to Regents 50

D - Enrollment Projections by Level 52

E - Headcount of Majors by HEGIS Taxonomy 53

F - Headcount by Age Categories 55

G - Headcount by Marital Status and Student Classification .. 56

H - Commuting Students 57

I - SCH by Program Category 58

J - Bonds Outstanding 60

K - Organization and Staff Data 61

L - Salary Costs/SCH for Instruction 66

M - Budgeted EFT 67

N - SCH and SCH/EFT, Fall Semesters 68

O - SCH for Summer Session 69

P - Supplemental Academic Support Data 70

Q - Supplemental Student Services Data 73

R - Building Space Data 74

S - Enrollment by Region of the Regent Institutions 76

T - Participation and Migration of College Students 80

U - Expenditures for Public Institutions of Higher Education, 1969-70. The Relative Standing of Kansas 81

PAGE

V - State Support for Higher Education: Two Ways of Ranking it 82

W - Capital Improvement Summary by Priority and Plan for Financing FY 75 83

X - Costs at Kansas Institutions of Higher Education (1973-74) 84

Y - Excerpts from "Guidelines for Increasing Academic Efficiency at the State Colleges and Universities" 85

Z - General Revenue Fund. Appropriation per FTE Student FY 65-74 86

AA - General Use Fund. Expenditure per FTE Student FY 65-74 87

AB - Kansas Educational Program 88

AC - Placement of Kansas High School Graduates 89

AD - Employment by Occupational Areas 90

AE - Faculty Input - Bound Separately

PREFACE

In order to maximize input for the institutional plan from the campus community, several requests for information were made. Both existing and ad hoc bodies were requested to provide material. Existing groups included the Council of Deans and the Committee on Innovation and Heresy. In addition, opinions were solicited from the twenty-three department chairmen and selected faculty members who, it was hoped, would provide useful and meaningful suggestions. Finally, an Ad Hoc Committee on Institutional Program was formed to: (a) provide expertise and suggestions for the non-instructional program areas, and (b) distill and evaluate the input received from the faculty. This group submitted a rough draft of the institutional program to the President for his consideration and approval.

Some faculty were members of more than one group which was requested to provide input. Sixty-seven faculty were requested to provide material. This represents twenty-five percent of the total faculty. One hundred twenty-four pages of goals, objectives, justification, and implementation instructions were received. One of the limitations of this document is that no student, alumni, or community input was solicited or received.

Of the seven program areas identified by the National Center for Management Information Systems (NCHEMS) at WICHE, the category of "instruction" received the greatest input, which was anticipated. Faculty and administrators with expertise and responsibility in the remaining six areas were requested to provide goals and objectives for their respective area.

The originality, quality, and quantity of the input varied greatly. It was unfortunate that the timetable for receipt of the material was so tight. However, it was felt that most of the ideas submitted had already been considered by a given faculty member, even if they had not been refined. It was felt that most people tend to be creative in unstructured times and settings rather than in a set time frame. Since this was the first attempt to create an institutional program and since there was to be an annual review of the program, any omissions or flaws in the initial document could be corrected at a later date. The Ad Hoc Committee tried to cull out the central idea, goal, or objective for each suggestion submitted. The elimination, at this time, of any particular input was undertaken only if one or more of the following criteria was met.

1. The suggestion had already been made.
2. The input would affect only one department or area of the college and no effect would be felt by any other segment of the academic community.
3. It was not possible to identify a particular goal or objective.

A system of coding was utilized to identify the author(s) of each suggestion and a copy of each input is available as a separate appendix for reference and elaboration on the stated suggestion.

The Ad Hoc Committee initially decided to label each identifiable goal in the following manner: "A" high priority, "B" medium priority, and "C" low priority. It was anticipated that their recommendations would be modified in part by the President. In evaluating the suggestions, no consideration was given to the feasibility of the implementation of each goal and objective. However, the guideline, given to those from whom input was requested, was to "realistically dream" about the modification

during this decade of the existing goals, mission, and objectives of Fort Hays Kansas State College.

It should be noted that some goals may have been omitted or overlooked due to the fact that no input concerning those goals or objectives was received by the committee.

The President made very few changes in the draft of the Institutional Program. The document was reviewed by the consulting firm of Caudill Rowlett Scott. They were pleased with the document and suggested some minor editorial changes. It was necessary to distinguish between goals and objectives; goals being broad general statements and objectives being subgoals and/or means of implementing or obtaining a goal. These changes were made. In addition, the following general changes were made in the second edition of the Institutional Program:

1. Distinguish between sponsored and unsponsored research goals and objectives.
2. Addition of a section on the relationship between the college and the community.
3. Addition of goals and objectives concerning student programming.
4. Cross reference assumptions and constraints to the goals and objectives.
5. Statement of the affinities which exist on campus between departments, etc.

It is the purpose of this planning process to have faculty, administrators, and students annually review, change and update the Institutional Program.

Ad Hoc Committee on Institutional Program

Dr. Michael O. Stewart, Chairman
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HISTORICAL OVERVIEW[1]

When the federal government abandoned the 7,600 acre Fort Hays Military Reservation in Western Kansas in 1899, residents of the area petitioned the government to turn over the property for an experiment station, a park, and a state college. This was done in 1900 and the College opened on June 23, 1902, as the Western Branch of the Kansas Normal School at Emporia with 4,160 acres of land.

In 1914, the name of the institution was changed to the Kansas Normal School. It became a member of the North Central Association in 1915 and has maintained accreditation to date. In 1931, it received its present name and a change of mission--from teachers college to a liberal and applied arts college. The bachelor of science degree in education was authorized in 1910, the bachelor of science and the bachelor of arts degrees in the liberal arts were authorized in 1931, masters degrees in 1929, and the specialist degree in 1958. In the 112 year history of the State of Kansas, Fort Hays Kansas State College has been and is the only state college in the entire western two-thirds of the state, serving an area consisting of more than 60 counties, approximately 60,000 square miles, and equal to the entire land areas of the states of Pennsylvania, Maryland, and Connecticut.

PRESENT STATUS

Under mandate from the legislature the college has an open door admission policy for Kansas residents. Kansas ranks high in the number of high school graduates who have gone on to higher education. As a

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[1]Fort Hays Kansas State College, A Self-Study Report Submitted to the Commission on Institutions of Higher Education, North Central Association of Colleges and Secondary Schools, 1971.

tax-supported, liberal and applied arts institution, Fort Hays Kansas State College has the primary function of serving the needs of people in Kansas regardless of where they may later choose to live. The percentage of our entering freshmen who have ranked in the upper 20 per cent of their high school classes has been slightly above 17 per cent; the portion ranking in the top 40 per cent has been above 50 per cent; while the portion ranking in the bottom 20 per cent of their high school class has been approximately one per cent. The college has one overall broad goal; namely, to provide opportunities for students to prepare themselves for constructive and responsible living in a democratic society. The institution attempts to achieve this goal through its curricula, its activities and its services. The program of the college is one which is designed to encourage the student to develop the ability to communicate effectively, appreciate the nature and significance of science, understand himself, understand our cultural inheritance, develop a sense of political and social responsibility and prepare himself for a vocation or further study. In addition to obtaining needed general education, students are provided opportunities to prepare themselves for the professions and vocations. Teaching has always received the major emphasis with service and research recognized as important related responsibilities.

THE EDUCATIONAL TASK

The major task of Fort Hays Kansas State College is to provide the best education that is possible for college students in the State of Kansas within the resources available. The college is more particularly

concerned with students in the western part of the state and with providing appropriate services to the citizens of Western Kansas. In addition to the teaching and service functions, the institution attempts to promote and produce practical or applied research. However, the major thrust of the institution is in teaching and service.

GENERAL MISSION OF THE REGENTS INSTITUTIONS[2]

In the process of meeting their primary responsibility to serve the higher education needs of Kansas, the Regents' institutions serve the region and the nation as well. The primary vehicle for accomplishing this mission is instruction in the liberal arts and sciences and in selected professional fields. Specific responsibilities include:

> The preservation, transmission, and enrichment of our cultural heritage.
>
> Fostering the personal, vocational, and social growth of students.
>
> The provision of a forum for the free development and examination of ideas.
>
> The discovery of new knowledge through programs of basic and applied research.
>
> The dissemination of knowledge and the provision of educationally related services throughout the state.

INSTRUCTIONAL MISSION OF FORT HAYS KANSAS STATE COLLEGE

Like the other two colleges, it was founded as a normal school charged principally with the education of teachers. While the preparation of teaching and other personnel for the schools remains a major concern, the college is now a more nearly comprehensive institution with work through the master's degree in many fields and more advanced work (Ed.S.)

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[2]Kansas Board of Regents, "Guidelines for Increasing Academic Efficiency at the State Colleges and Universities", 1972.

in a few. Professional work is offered in the fields of business, nursing, and general agriculture. The college has developed to its present place in part because it is the only publicly-assisted, four-year institution in the western two-thirds of Kansas.

FORMAT OF THE STUDY

Since the initial input was provided by so many different faculty members (which was the goal), it was felt that the best way to try and make some sense and order out of this mass of material was to prepare a document in outline form. This would minimize reading time in editing the final document and minimize differences in style and format.

It was felt that there were two over-riding concerns with six paramount goals on which all of the institutional program is predicated. These are: (1) our enrollment and (2) the program of Fort Hays State as a liberal and applied arts college in Western Kansas. Consequently, these two fundamental concerns were given highest priority in being clarified and re-defined. The result of analyzing these concerns was the identification of six paramount goals. These goals have also been set aside as a separate and the initial section of this study.

The remainder of the study considers the current and proposed goals and objectives of the college in the following program areas:

1. Instruction
2. Research
3. Public Service
4. Academic Support
5. Student Services
6. Institutional Support
7. Independent Operations

In the initial draft no distinction has been made between existing goals and objectives and proposed goals and objectives which were submitted by members of the faculty and reviewed by the Ad Hoc Committee. The purpose

of this was to not restrain or inhibit innovation and creative ideas for an area of rural Kansas which is currently undergoing change because of declining population. Consequently, any major changes expected at Fort Hays State during this decade have been included as proposed goals with implementing objectives.

It is believed that none of the proposed goals are in direct conflict with existing statutes or Board of Regents policy. However, approval may be required if some of the proposed objectives are implemented. Certain constraints which tend to limit the attainment of these goals and objectives, e.g., "Guidelines for Increasing Academic Efficiency at the State Colleges and Universities," will be discussed in the "Constraints" section of this study.

Certain supporting data requested by Caudill Rowlett Scott are included as appendices of this study. The appendices are included only in the bound copies of study. Two of the appendices--Departmental Space Data and Faculty Input--have been bound separately from the institutional program.

ASSUMPTIONS

Any long range planning must be based on certain assumptions. Those assumptions which are critical are listed below.

1. The population of Western Kansas will continue to decline during the remainder of this decade. The effect of any return to rural America will not be felt by the college during this decade.
2. Any increase or stabilization in enrollment at the college will be the result of the recruitment of out-of-state and Eastern Kansas students primarily.
3. The courts will invalidate the distinction between in and out-of-state students for fee purposes.
4. There will be continued emphasis on "accountability" in higher education.
5. The role of the Federal government in higher education will increase, e.g., 1202 Guidelines established as part of the 1972 Amendments to the Higher Education Act. It is assumed that funding for implementation of the 1202 Guidelines will occur in FY 75.
6. Student-faculty ratios will continue to be the basis of allocating faculty positions. It is assumed that the ratio of 1:20 will continue for some time.
7. Some new type of budget process will be used to allocate monies to the college. It is anticipated that the WICHE Program budgeting process may very well be used.
8. There will be closer state-wide control and coordination of higher education in Kansas.

9. Extension courses in the future will be counted as resident SCH production.
10. Some of the gain in extension SCH production through continuing education programs will off set the loss of SCH due to declining enrollment.
11. There may be a time when the regional area technical vocational schools, community colleges and Fort Hays Kansas State College are governed by one administrative unit.

OVER-RIDING CONCERNS: ENROLLMENT AND PROGRAM

IDENTIFICATION OF SIX PARAMOUNT GOALS

It became apparent in the discussions of the Ad Hoc Committee that all other goals and objectives were dependent on two over-riding concerns: enrollment and programs. These are expressed and identified as six co-equal paramount or over-riding goals. Graphically these concerns may be represented as follows:

#Students = #Positions = Number & Quality of Programs = FHKSC

GOAL A: To Stabilize Enrollment Through Increased Recruitment And Retention.

Enrollment at Fort Hays State will increase, decrease, or remain relatively stable. A goal must be established immediately which commits the college to one of these enrollment directions. Then, and only then, can some implementing plans be developed to meet that enrollment goal. Such implementing guidelines would be dependent upon: (1) the types of students (including minorities) the college hopes to enroll; (2) the geographical areas both in and out of Kansas in which the college will aggressively and/or selectively recruit students (freshmen, transfer, and graduate); and (3) establishment of definite responsibilities for the recruitment of potential students (14, 31, 42, 44).[3] (See Assumption #6 and Constraint #13.)

Enrollment projections for the rest of this decade are shown in Appendix D. While it is anticipated that enrollment will decrease, it is the stated goal of the college to stabilize its enrollment through

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[3]The number(s) in parenthesis refer to the author(s) listed in Appendix AE, Faculty Input.

increased recruitment of students, e.g., freshman from areas outside of Western Kansas and graduates from community colleges. (See Assumptions #1 & 2).

The relationship between enrollment and programs has been shown schematically. At times, perhaps, there is a cart and horse relationship between these two items. However, the Ad Hoc Committee felt that the second over-riding concern, program, was primarily dependent upon the philosophical integration between a liberal and an applied education.

In the long run, there is no inherent contradiction between teaching people to "do something" (vocational training), and to "be human" (one version of the statement of the goal of liberal arts education). And to overstate the case somewhat, if we do not do the former, we may eventually lose the opportunity to do the latter (42).

Society is expressing an anti-intellectual feeling and is beginning a questioning of higher education. To this end, Fort Hays State might examine more closely the possibility of integrating the educational experience with the larger society and counteracting any anti-intellectual stigma (37).

Colleges have a responsibility to their clientele to be aware of future trends and to attempt to prepare students for what they define as useful, productive lives. One of the most valuable objectives that colleges can provide for their students (administrators and faculty members also) is to attune them to the changing social situation. The college should attempt to develop students into thinking, educated individuals capable of solving problems even though technology may change (46). Future predictions are that an ever diminishing percentage of the population will be required to comprise the employed of our society. In terms of LONG-range planning, one of the most valuable functions of higher education

might very well be to cushion the shock which will result from the dislocations of individuals from the occupational sphere (37). Adult education can and should correct this situation.

GOAL B: *To Maintain Quality Liberal And Applied Arts Programs.*

Care must be exercised so that quantity in terms of number of students or number of semester credit hours (SCH) produced does not replace the quality of any ongoing program (48). The overuse of numbers and other quantitative evaluations might reduce the quality of instruction. Some may be tempted to attract students by lowering standards and thus lowering the quality of instruction. Furthermore, the reduction of faculty in small departments may render them ineffective.

If it is necessary to reduce staff positions, existing programs must be evaluated in terms of the needs of the entire college. Piecemeal reduction of faculty may be worse than the discontinuance of an existing program. There is a point of diminishing return. Conversely, new programs may be needed to replace existing programs based upon the changes in student needs (17). (See Constraint #1.)

The college needs to strengthen and emphasize programs which currently show a degree of excellence and are of most benefit to Western Kansas, e.g., exploit agri-business resources of the college and the area. If Western Kansas would benefit by strengthening some weaker programs, the college should attempt to do this. To avoid mediocrity, it should not attempt to bring every weak program to the level of the stronger programs (31).

GOAL C: *To Integrate Liberal And Applied Education.*

Much input was received concerning the proper goals and missions of a liberal and applied arts college and the relationship between the liberal and the applied arts themselves. Philosophies ranged from the exclusion

of either the liberal or the applied arts, respectively, to the suggested integration of these two dimensions of the college.

In the interim, colleges like Fort Hays State should strive to retain the highest aspirations of liberal education and simultaneously to give their students every opportunity to operate in the non-academic society. If this means apprenticeships, in-service training programs, or extended experiences in the occupational sphere, it should be attempted after a sound educational experience has transpired. Much of the criticism directed toward higher education can be attributed to the fact there have been so few attempts to an integrative approach to education (37, 48).

The pattern of the future may be for people to come to college to get certificated in skill "A" and then go out and exercise that skill until it gets phased out, then come back to college to get certificated in skill "B" and so on. This will introduce grave problems (e.g., in the survival of liberal education as higher education becomes more skill-training oriented) (20). Continuing education will consist of both liberal arts programs and vocationally oriented programs.

GOAL D: To Coordinate Man Power Needs With Graduates Produced.

Fort Hays should continue to be a quality liberal arts institution, but with much greater emphasis upon programs within departments to insure a better fit between manpower needs of the state/nation and the kinds of graduates produced. This is admittedly difficult, but the point is that something other than tradition should determine the content of departmental curricula (6, 42).

The primary mission of the college should be the development of a strong and viable liberal arts program that reflects concern for economic realities as well as a basic appreciation of the liberal arts. In an "era

of accountability," it would be foolish to continue a liberal arts program that does not take into account the market place for college graduates. This is not to say that our only criteria for allocating funds to a program is to be its ability to meet the needs of the market place, but we are going to have to pay more attention to economic factors than we have been doing (39).

GOAL E: *To Create An Image Of Academic Excellence.*

Intimately tied to the concerns of enrollment and programs is the problem of image. The college needs to make a definite attempt to establish the kind of image it desires. The image of the college represents how it is perceived by its publics which include students, alumni, the people of Kansas, legislators, and faculty. The image should be of excellence. Furthermore, such an image should not only apply to the excellence of the educational process but should also apply to the ability to sell the college to the public as a modern, well-equipped, progressive, and beautiful place in which to spend four years. This also means that the community should also help to sell the college and that the community's image is one of a modern, progressive, and beautiful place in which to live. In addition to excellence, the image should be that of a college which is committed to promoting the welfare of Kansas (31).

GOALS AND OBJECTIVES IN SEVEN PROGRAM AREAS

Instruction

The following goals were initially given a high priority rating by the Ad Hoc Committee. Subsequently, the Long Range Planning Committee established priorities among the goals. The numerical order indicates the relative priorities of these goals. However, the subgoals or objectives under each goal are not listed in any particular order. The number(s) in parenthesis after each objective indicates the author(s) of the suggestion. The number of references also indicates the magnitude of the objective for the faculty.

In the area of instruction Fort Hays Kansas State College within this decade establishes the following goals with implementing objectives:

GOAL 1: To Provide Quality Educational Programs.

Objectives:

1:1. Provide contemporary computing resources commensurate with the instructional responsibilities of this institution (2). For example, the rental/lease of a centrally located IBM 370-125 model computer which would: (See Constraint #14.)

a. Provide access to computing facilities for faculty and students for development of computer awareness.

b. Provide access for understanding the use of computing as a tool in all subject areas.

c. Provide access for training and teaching of students in the use of computers.

d. Provide adequate computing resources for students in their required course related projects.

e. Provide computer system software maintenance, backup, and development to serve the needs of the academic and business community. (See Public Service.)

1:2. Establish Merit Positions for Faculty, where the appointee will have established and demonstrated his or her ability to the extent that recognition is desirable. The merit positions will carry salary and status commensurate with administrative positions. Unfortunately, the most common way to achieve high salary and status is to become a member of the administrative staff. Many who are advanced to administrative positions because of their ability in the classroom or research laboratory but often only become mediocre administrators (3).

1:3. Pursue the idea of obtaining Endowed Chairs for outstanding professors. (See Constraint #4).

1:4. Plan our general education program around the kind of world and type of environment our students will be living in 10, 20 or 30 years. General objectives of our general education program should include:

a. To stimulate and teach the art and love of learning.

b. To exchange ideas.

c. To introduce a variety of disciplines.

d. To serve as an attitude molding experience.

The present general education program needs more structure to assure breadth. General education should be concerned with the place of man in this dynamic world and the place that art, music, history, science, literature and other disciplines have played and how they all now and in the future impinge on a person's life. It seems desirable that our general education program should have the following attributes (3, 11, 23, 24, 31, 35):

a. Integrate multidisciplinary ideas from various fields, perhaps be team-taught.

b. Maintain as much faculty-student contact as possible, perhaps through cluster learning groups sponsored by several faculty members.

c. Should be extended beyond the first two years of study.

d. Only the best teachers should be in the general education program.

We should maintain an active general education committee who constantly strive for new ways to improve our program.

It is anticipated that there will be a Director of General Education and a General Education Faculty. This will be analogous to the current Graduate Faculty and will require a full or part-time faculty member as the Director. (See Constraint #13.)

1:5. Commit itself to continued faculty improvement and development through (3):

a. Continuing education for all faculty, e.g., workshops, course work, institutes, advanced degree work, and research.

b. Sabbaticals for all staff--to prevent stagnation. (See Constraint #15.)

c. Exchange faculty with other institutions; this would reduce economic problems associated with leaves.

1:6. Utilize Sternberg Museum for instruction. (See Academic Support.)

1:7. Commit itself to adequately fund and staff an Honors Program to include joint appointments, released time, flexibility in programming and a greater role in the life of the campus (9).

This would be analogous to the Graduate Faculty. A full or part-time director needs to be budgeted. (See Constraint #13.)

1:8. Initiate and encourage national and international travel courses which emphasize cross-cultural and experiential facets of learning (11). This could be both undergraduate and continuing education.

1:9. Develop goals and policies concerning the recruitment and composition of the faculty. Particular emphasis needs to be given to the recruitment of women, minority groups, and non-Fort Hays Kansas State College graduates. Faculty should be cognizant that not all of their duties (teaching and services) may be conducted on campus (31), e.g., continuing education. (See Constraints 6, 7, 9 & 10.)

1:10. Continue to explore the creation of a multiphasic center which would be used as a teaching and service facility for speech pathology, psychological service center, reading service center, counseling center, and special education center, e.g., a residence hall (34, 40). (See Constraint #16.) (See Public Service.)

1:11. Be cognizant of the need for more informal type learning areas rather than the almost total reliance on traditional (desks and blackboard) classroom settings (40). All types of learning need to be explored and considered. Cluster colleges represent a possible approach.

1:12. Explore the trend both in teacher education and in continuing education to utilize competency or performance based evaluation. In the case of teacher education this may mean a five-year program (33, 40, 47). This fifth year would be an off campus internship.

1:13. Plan for careful expansion and definite strengthening of existing graduate programs realizing that the maintenance of quality

undergraduate instruction is dependent upon strong graduate programs (44). (See Constraint #1.)

1:14. With all practical speed, secure state funds to support the instructional efforts and program conducted on the farm (46). Approximately $10,000 would be needed. (See Constraint #3.)

1:15. Maximize the use of laboratory and other experiential facilities available off campus in the region.

1:16. Obtain accreditation for the nursing program from the National League for Nursing. Exploit the need to additional nursing graduates. This requires adequate faculty and physical facilities. (See Constraints #3 & 6.)

1:17. Reorganization of college structure into different operational units (3).

a. School of Environmental and Applied Science
b. School of Cultural Studies
c. School of Human Learning and Development
d. School of Commerce and Public Service
e. School of General Studies

The undergraduate programs within these colleges would be problem-oriented at the junior-senior level with emphasis on interdisciplinary study.

1:18. Bi-annually review the proliferation of courses (31). (See Constraint #1.)

1:19. Attempt to obtain more seminar rooms (34, 20, 40). (See Constraint #3.)

1:20. Explore the possibility of a cable T.V. hook-up with the Hays schools to supplement the pre-teaching and actual teaching experiences (40).

GOAL 2: *To Meet And Integrate The Needs Of Society And The Student.*

Objectives:

2:1. Develop a true Earth Science area of study or change the name to the Department of Geology and Geography (8, 35). (See Constraint #13.)

2:2. Increase participation in both summer and intersession internships. Increase departmental commitment and participation (3, 14, 27, 48).

2:3. Evaluate need for establishing para-medical training with emphasis on rural medical needs. Hays is already a regional health care center (19, 37). Data from the on-going study of health care needs for Northwest Kansas should be utilized. (See Constraint #17.)

2:4. Be prepared to evaluate the impact of an Army ROTC program if approved (23). Remodeling considerations and the effect of ROTC on elective courses need to be evaluated. (See Constraints #3 & 17.)

2:5. Be cognizant of increased demand for classes in the applied arts which will include vocational training, teacher preparation, industrial preparation, and professional and para-professional preparation (26, 48).

2:6. Be sensitive to a more mobile and transitory adult and college population which may require a revision in the length of the traditional semester (26).

2:7. Make provisions to accommodate the exceptional child, especially in the applied arts (26).

2:8. Develop a realistic evolving policy on credit by examination for CLEP and other programs. Fees and credit awarded (SCH) need to be uniform statewide.

2:9. Work for better utilization of the college calendar particularly in January and May. Fixed costs and the needs of both students and faculty should be considered (31, 36, 44). A common calendar for all state schools has been established. Since K-State and Fort Hays alone have intersession programs, some common utilization policy needs to be established.

2:10. Explore the possibility of the mathematics and/or business department offering a two-year course in data processing and a bachelors degree in computer science. The expanded use of computers and the addition of a contemporary computer on campus will make this more feasible (36). Additional staff would be needed. (See Constraints #1, 3, & 13.)

2:11. Modify our graduate programs to satisfy the needs of teachers for additional work in their subject field (40). Explore the possibility of a five-year teacher education program which would result in a bachelors and masters degree being awarded.

2:12. Continue to try to obtain funds for and disseminate information about the College Science Improvement Program (C.O.S.I.P.) (23, 41, 47). (See Constraint #17.)

2:13. Move to establish an area of concentration and faculty expertise in management science and administrative studies which would serve our students and our publics (43). Additional faculty would be needed. (See Constraint #13.) (See Public Service.)

2:14. Develop cooperative graduate programs with other state institutions (44, 47).

2:15. Explore the possibility of utilizing department faculty to assist in the job placement of its majors. This may require travel funds and clerical staff. This would be designed to compliment the

Placement Office. The importance of such a service is due to the fact that many jobs are obtained through the academic "grape vine" (3, 11). (See Constraint #3.)

GOAL 3: *To Revitalize And To Redefine Continuing Education In The Broadest Sense To The People Of Western Kansas.*

Objectives:

3:1. This will require some faculty to teach outside of Hays and new attitudes about education will need to be developed by all concerned. For example (10, 11, 12, 15, 25, 36, 44): (See Assumptions #9 & 10.)

a. Short courses.

1. Home Purchase Improvement and Repair
2. Legal Systems
3. Leisure Time
4. Second Careers
5. Insurance
6. Investment
7. Taxes
8. Data Processing
9. In Conjunction with League of Women Voters
10. Environment
11. Accounting
12. Auto Mechanics

b. Night Classes

c. Consultative Services

d. Institutes and Regional Conferences

e. Telenetwork and CCITV (Channel 12)

f. Courses designed primarily for women and minorities

g. Travel Courses (See Objective 1:8.)

3:2. Initiate and emphasize non-degree programs where possible and practical. These may range in length from one semester to several years. Programs need to be developed for post-baccalaureate persons, e.g., housewives, and for persons with no or little college. This will require educating the faculty, community, and potential students. The college should exploit its resources to establish its share of the market. For example, programs for teacher aides, mental health technicians, child care technicians, and other paraprofessionals, etc. (11, 19, 28, 30, 31, 34, 35, 41, 48). (See Constraints #13 & 18.)

GOAL 4: To Work More Closely And Cooperatively With Community Colleges.

Objectives:

4:1. Integration of our programs to make transfer less difficult.

4:2. Make available our staff as consultants and guest lecturers.

4:3. Utilize their staff in any way that we can.

4:4. Initiate programs to prepare our graduates to become community college faculty members.

4:5. Continue to secure funding for the summer institute for junior college teachers (6, 28, 36, 37, 41). (See Constraint #17.)

Research

Research and creativity provide these benefits to an academic community:

a. The pursuit of new knowledge and the promotion of creativity are essential to the maintenance of the academic environment.

b. Since teaching and research are integrated phenomena, a constant updating of information through research is critical to the educational process.

c. Research is vital if a quality graduate program is to exist.

d. Research allows better institutional planning and resource utilization.

Direct and indirect benefits to the college, the community and the nation result from research at an institution of higher learning.

Sponsored Research

GOAL A: To Develop Further Capabilities Of Pursuing Contractual (Sponsored) Research Projects.

Objectives:

A:1. Develop a full-time research coordinator position to: (3, 4, 14, 23, 31, 41, 44)

a. Act as a source of information for possible sponsored research funds.

b. Act as a consultant in grant proposal preparation.

Lettered goals indicate equal priority.

c. Act as liason between funding agencies and, the college.

d. Promote more interdisciplinary research.

e. Administer college research funds.

A:2. Exploring the possibility in exceptional cases of reduced teaching loads for research faculty (4, 29, 45).

A:3. Increasing the financial support from state funds for research.

A:4. Acquiring adequate data processing equipment:

a. To provide a high level of service computing which includes the development of generalized and specialized systems.

b. To provide interaction with researchers concerning special purpose computers, research proposals and problems.

Educational Research

GOAL B: *To Integrate More Fully Teaching And Research.*

Objectives:

B:1. Develop an Education/Research Center with the following general mission (3, 30, 39, 42):

a. To provide a focal point for all educational activities concerning the environment of MAN.

b. To coordinate and utilize the resources of the college in the planning and development of the surrounding geographical region.

c. To improve the communications between the public, the scholarly and scientific world, and the political sectors of our society.

d. To promote environmental education at all levels--kindergarten through adult education.

e. To promote through research the quality aspects of rural living.

B:2. Establish an interdisciplinary High Plains Institute, which would serve as an umbrella agency for specialized sub-institutes. Such an institute would be the central repository for data on the High Plains area. It would have a teaching research and public service function.

B:3. Encourage the utilization and participation of more undergraduates in research through support of undergraduate research courses (4).

B:4. Establish a cooperative, regional Center of Research on Teaching and Learning. It would have the following specific objectives:

a. Research

b. Clearinghouse

c. Evaluation

d. Collaboration

e. Training

f. Supervision

Institutional Research

GOAL C: To Develop And Utilize An Institutional Research Office.

Institutional research involves the collection of data or the making of studies useful or necessary in (a) understanding and interpreting the institution; (b) making intelligent decisions about current operations or plans for the future; (c) improving the efficiency and effectiveness of the institution.

Objectives:

C:1. The functions of an institutional research office include:

a. Preparation of Operating Reports.

b. Preparation of Analytic and Summary Reports.

c. Conducting Analytical or Mathematical Modeling Studies.

d. Design of Management Information Systems.

e. Studies in support of Educational Development.

f. Related staff work within limitations of time.

g. Responding to questionnaires.

h. Special studies involving students, faculty, staff, curriculum, administration, etc.

C:2. The college should develop institutional research mechanisms so that feedback can modify goals and operation of the institution (4). Such research would:

a. Provide an early warning system of impending educational crises.

b. Suggest modes of operation that would avoid disaster and allow attainment of goals.

Research Dissemination

GOAL D: To Promote The Dissemination Of Research Information.

Objectives:

D:1. Establish an adequate budget for the Smokey Hill Review (20).

D:2. Establish an adequate budget for the Fort Hays Studies (20).

Public Service

GOAL E: To Become An Area Service Institution.

Objectives:

E:1. Develop itself as an "area service institution" to serve as both a research and public service center. Rural redevelopment and the solution of rural problems should be its goal (42). (See Objective 2:13.)

E:2. Explore the possibility of establishing a child care center which should be used as a practicum site (41).

E:3. Develop a systems approach in terms of solving problems through the use of systems analysis. Solutions to problems unique to a rural area could be attacked by analyzing the problem into component systems such as medical, social, environmental, or research. Attempts could be made to understand and to conceptually manipulate certain components of these systems (44).

E:4. Increase public service as one of the major goals of our farm. Tentative plans call for the development of outdoor classrooms in cooperation with the Soil Conservation Service. Closer cooperation with the Cooperative Extension Service will bring more agricultural groups to the farm to become familiar with the work being conducted there (46).

E:5. Establish a multiphasic service center and a regional educational service center as explained under the instruction category. (See Objective 1:10.)

E:6. Establish an institute for area studies (20). Topics might include: foreign area studies, economic trends, population trends, etc.

Lettered goals indicate equal priority.

Such an institute would provide public service through research and instruction on the area of study, which might be for the community in general or for a more specialized group, e.g., businessmen.

Academic Support

GOAL F: To Establish Necessary Academic Support Programs To Implement Instructional Goals Effectively And Efficiently.

Objectives:

F:1. Obtain the necessary data processing equipment (2):

a. To provide services and facilities for processing information required for recording, reporting and planning in the efficient operation of an educational institution and all of its related activities.

b. To assist in the design and implementation of compatible data bases and information systems to improve the quality of administrative support for all institutions.

c. To maintain a software library of programs for general use of computer center customers.

d. To be compatible with the computer systems at the other state institutions, e.g., tape reel capability.

F:2. Be cognizant of the needs of and changes in the library. The centralized library of the 1980's should (18):

a. Provide physical facilities for automation:

1. conduits
2. space
3. video and audio channels

b. Automate certain library functions.

c. Undertake cooperative processing to reduce duplication of effort by each library.

Lettered goals indicate equal priority.

d. Become interdependent with national, regional and local information networks, perhaps using telefacsimile and teletype.

e. Promote media beyond the "printed book":

1. accessible production facilities
2. assistance in producing media items
3. guidance in effectively using media
4. functional carrels, labs, and rooms equipped for media utilization.

The basement area is being remodeled.

F:3. Plan for more adequate facilities to house one of the college's most outstanding assets; the Sternberg Memorial Museum is the best known part of our campus and attracts more visitors than anything else. It can be used both as a (a) instructional tool and a (b) public service and public relations enterprise. It deserves support and adequate space. Such a building could also house the High Plains Museum, one of the study collections in the Great Plains, and the Elam Bartholomew Herbarium (6, 8, 35).

F:4. Evaluate its use of closed-circuit instructional TV (including offering extension courses) and other types of media and technology concerning both on and off-campus instruction (13). A grant for $4,000 for CCITV equipment has been submitted.

F:5. Not abandon the idea of a central instructional technology center where teaching and sharing of information with other institutions would be conducted (32).

F:6. Explore vigorously the possibility of establishing Fort Hays as the regional educational service center for the state and nearby out of state institutions (40).

F:7. House departmental offices in the same vicinity whenever possible (11).

Student Services

GOAL G: To Enhance Student Development Outside Of The Classroom Setting.

Objectives:

G:1. Continue commitment to student participation in decision making.

a. Advise and interpret student leadership role to members of the:

1. Student Senate
2. Panhellenic Council
3. Interfraternity Council
4. Memorial Union Activities Board
5. Student Publications
6. Interhall Council

b. Involve students in major campus-wide committees and decisions.

c. Include students on departmental planning committees.

d. Provide regular training for student leaders.

e. Obtain student input on institutional program.

G:2. Expand the combined living-learning experiences in residence halls.

a. Provide a closer link with academic area.

1. Explore possibilities for classrooms and offices in residence halls.
2. Involve teaching faculty in hall projects.

a. Encourage their participation in special interest seminars.

Lettered goals indicate equal priority.

b. Secure their assistance in planning talent shows, art shows, designing instruments to discover residents' needs, interests, and talents, etc.

3. Consider apprenticeship credit for special projects.

b. Develop program emphases.

1. Recruit special staff members for programming.

2. Assign rooms on basis of interest.

3. Provide special program equipment.

c. Experiment on types of halls, e.g., co-op, coed.

d. Study types of student operated food plans, e.g., gourmet club, use of frozen foods.

G:3. Provide individual and comprehensive educational advisement for each student.

a. Enlarge counseling center and testing facilities.

b. Improve academic advising.

1. Develop a corps of selected, trained advisers.

2. Plan more careful follow-up on dropouts.

3. Develop a center for continuing education advisement.

c. Increase career education advising.

1. Encourage instructors in various disciplines to relate their courses to career opportunities.

2. Increase career counseling available in the counseling center.

d. Develop a plan for better advising services for transfer students.

G:4. Expand opportunities for practicum experiences.

a. Field experiences during the intersession period in January and May.

b. Summer internship programs.

c. Apprenticeship experience within departments and in the community.

GOAL H: To Provide Services Necessary To Help Students Complete Their College Program.

Objectives:

H:1. Provide adequate financial aid for needy students.

a. Secure additional resources from private funds.

b. Establish a clearing house for off-campus jobs.

c. Increase aid available to minority and foreign students.

d. Promote continued government financial assistance.

H:2. Continue student health services.

a. Provide diagnostic services for illnesses and injuries.

b. Provide treatment and medicine for minor illnesses and injuries.

c. Provide referral for major medical problems.

d. Provide medical counseling.

e. Provide emergency medical care.

GOAL I: To Encourage And Develop Certain Special Programs Which Benefit The Student, Fort Hays State And The Community Of Western Kansas.

Objectives:

I:1. Utilize the Memorial Student Union as the hub of the campus.

a. Provide social interaction through Student Union Activities Board.

b. Provide recreation:

    1. Bowling
    2. Pool Tables
    3. Reading
    4. Browsing

c. Provide cultural stimulation

    1. Art exhibits
    2. Student art sales
    3. Special dinners
        a. International dinners
        b. Gourmet dinners
        c. Madrigal dinner
        d. Special honor luncheons

d. Provide wide range of services to the community of Hays and Western Kansas.

e. Provide food service.

    1. Cafeteria serving
    2. Banquet meals
    3. Snack bar

f. Provide a bookstore for the convenience of students and visitors.

g. Provide a comfortable, pleasant place for the campus community and visitors to relax before and between classes and campus events.

h. Operating hours of all or part of the Union need to be consistent with this goal and its objective.

I:2. Organize a Student Volunteer Service Center.

a. Assess community needs.

b. Utilize community and college resources.

c. Locate volunteer opportunities.

d. Recruit and train students.

e. Develop a plan for academic credit to be given:

1. Write syllabus for course granting college credit for field experience combined with certain readings and term papers.

2. Shepherd proposal through the process of getting it approved by the faculty senate.

I:3. Increase recruitment of minority and international students.

a. Designate a faculty adviser for each group.

b. Conduct special programs and recruitment projects.

1. Minority student week-ends.

2. Invitation to international students attending Community Junior Colleges.

c. Stress intercultural communication through academic courses and programs in residence halls and campus religious centers.

d. Provide special services to minority and international students such as tutoring, reading improvement programs, study skill programs, etc.

I:4. Continue development of Comprehensive Intramural Program.

I:5. Develop a philosophy of Intercollegiate Athletics that integrates it with the goals of the college.

a. Work to make athletics more directly related to goals of the institution.

b. Develop athletics as part and parcel of the total student personnel services.

Institutional Support

GOAL J: *To Establish Necessary Institutional Support Programs To Implement Other Goals Effectively And Efficiently.*

Objectives:

J:1. Establish the new HPER complex as a hub of activity for the campus and the community. Consideration needs to be given to publicity, scheduling, staffing, and utilization, (e.g., family utilization, intramurals, etc.) (14, 16, 31). Cost of maintenance and utilities needs to be considered in utilization.

J:2. Explore the requirements needed to convert residence halls into academic offices, classroom space, and a multiphasic service center (23).

J:3. Be prepared to explore new ways to finance bond and interest payments on the HPER complex, memorial union, and residence halls (12).

J:4. Be prepared to add additional staff for compliance with the federal Occupational Health and Safety Act, affirmative action programs, and equal employment opportunities programs (12).

J:5. Be cognizant of the impact of the just released Kansas Master Planning Commission report on higher education ("Post secondary Educational Planning to 1985: Final Report and Recommendations") and the 1202 guidelines of the 1972 Amendments to the Higher Education Act (12).

J:6. Establish and staff a Public Information Office with a director which is divorced from Journalism course offerings. Responsi-

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Lettered goals indicate equal priority.

bilities and goals of the office need to be defined (7). Additional staff is needed.

J:7. Establish a separate Printing and Duplicating office with adequate facilities and equipment to meet the demands placed upon it (5).

J:8. Shift some tasks which are currently done manually to data processing, e.g., scheduling of facilities and classes (14).

J:9. Utilize Sternberg Museum as a public service and public relations enterprise (8, 35).

J:10. Plan for the replacement of obsolete facilities and buildings.

J:11. Develop a strong program to attract private funds to supplement other sources of revenue.

GOAL K: To Increase The Services Fort Hays Offers The People Of Hays And Western Kansas.

Objectives:

K:1. Increase the participation of the college community in the affairs of Hays and Western Kansas. (See Constraint #23.)

K:2. Increase the research services and professional consulting available from the College to institutions in Hays and throughout Western Kansas. (See Constraint #21.)

K:3. Increase the cultural and social events on the campus which directly benefit the citizens of Hays and the larger community of Western Kansas.

K:4. Offer additional continuing education courses for the community of Hays and Western Kansas. (See Goal #3.)

K:5. Encourage off campus groups to utilize the facilities and equipment of the College.

GOAL L: *To Increase The Services Fort Hays Receives From The Town Of Hays And The Community Of Western Kansas.*

Objectives:

L:1. Increase the participation of citizens of Hays and Western Kansas in the affairs of the College.

a. Appoint more lay people to college committees.

b. Survey Hays and Western Kansas citizens for attitudes about the college's long range planning decisions.

c. Communicate the natural, close relationship which should exist between a College and its publics. (See Constraint #21.)

L:2. Increase the financial support of the College by Hays and Western Kansas citizens.

a. Move toward city of Hays providing services to the College at regular city rates. (See Constraint #8.)

b. Increase scholarship support from both the town and Western Kansas. (See Constraint #4.)

c. Increase endowment giving to the College. (See Constraint #4.)

d. Explore the possibility of obtaining a mill levy.

GOAL M: *To Increase The Image Of The College In The Minds Of The Citizenry Of Western Kansas.*

Objectives:

M:1. Increase public relations effort. (See Constraints #21, 22, & 23.)

M:2. Emphasize the necessity of commitment to Fort Hays by all staff members.

M:3. Increased effort to produce outstanding teaching. (See Goal B.)

M:4. Talk and act as though we can be the finest state college in the Midwest. (See Goal E.)

Independent Operations

The college has no operations which would fit into this category.

ADDITIONAL COMMENTS

Organizational

An organizational chart of the college is shown in Appendix A. There has been some discussion and some suggestion that the organization of the Faculty of Liberal Arts be modified. At this time no change is anticipated. However, the further loss of a significant number of faculty positions could result in the possible re-alignment of disciplines with some departments, or of the elimination of a department. It should be noted that programs, especially in small departments, will be safeguarded to the maximum extent possible.

Since the number of civil service employees is based upon a ratio to faculty, any large reduction in faculty will also result in the loss of civil service positions.

Honors Program

The Honors Program is the only non-departmental program at the college. Currently, courses in the program are taught on an invitational and volunteer basis. Specific recommendations about the program are contained in the "Instruction" goals and objectives section of this study.

Students

Based upon data collected on our students by The American College Testing Program and The American Council on Education, Fort Hays State students do not appear to be markedly different from students attending similar types of institutions. However, a large number of our students do come from small towns and rural areas in Western Kansas. Because of this, a large number of our students migrate to their home towns for a variety of reasons on weekends.

To those from small towns, Hays is seen as the regional city or center for Northwest Kansas.

Cultural

Because of the college, many cultural events and lecture series are available to the campus and surrounding community. Many tours like to stop in Hays because it is approximately equi-distant from Denver and Kansas City on Interstate 70. With the completion of the HPER complex, additional facilities will be available. The only other such facilities are the Coliseum, Felten-Start Theater, and the Memorial Union. Some of the cultural attractions at the college may be too erudite for some members of the surrounding area. It is desired to have a balanced program representing intellectual and popular attractions.

Recreational

Hays is a recreational center for Western Kansas because of its location. It will become increasingly more so with the completion of the HPER complex. A comprehensive intramural and varsity sports program provide opportunities for student participation and spectator activity. Because of its topography--hunting, fishing, swimming and boating offer activities to people of all ages.

CONSTRAINTS

Certain constraints or obstacles to the implementation of these goals and objectives will be encountered. The major constraints are noted below:

** 1. Limitations established by the "Guidelines for Increasing Academic Efficiency at the State Colleges and Universities."

** 2. Recommendations of the Kansas Master Planning Commission report on "Post Secondary Educational Planning to 1985."

** 3. Budgetary limitations by the legislature, governor, budget office, and the Department of Administration.

*** 4. Limited income from the Endowment Association.

* 5. Limited financial assistance for athletes from the Fort Hays State Athletic Association.

** 6. Faculty recruitment with high teaching loads and non-competitive salaries.

** 7. The relatively isolated geographical location of Hays.

** 8. The campus is in Ellis County and, therefore, must pay higher rates for fire protection, water and sewer.

* 9. Opposition to out-of-state and minority recruiting by some faculty and others.

*10. Hays and much of the surrounding area have only white residents.

*11. Parietal rule requiring all single freshmen immediately out of high school to live in a residence hall or fraternity, or commute.

**12. 1202 federal guidelines established as part of the 1972 Amendments to the Higher Education Act.

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*Constraint is a limited one.
**Constraint is expected to continue for this decade.
***Constraint is expected to be modified in this decade.

**13. The practice of using a student-faculty ratio for the allocation of positions. Using such a ratio (currently 1:20) ignores the staffing requirements of specific academic programs.

*14. Requiring all purchases of over $50 to be let on bid. Quality is not always correlated with cost.

*15. A limit of four percent on the number of faculty on sabbatical leave.

***16. Federal regulations on the use of residence halls constructed with federal funds.

*17. The current reduction and/or elimination of federal funding for higher education.

***18. Off campus instruction (extension courses) are not counted as resident SCH produced.

**19. The college and the city cannot enter into binding financial agreements without the approval of the Board of Regents.

**20. The college does not have the manpower to provide adequate communication with the citizens of Western Kansas.

**21. The college does not have the financial resources to adequately host all the groups which need to be invited to the campus to help them become aware of the services available at the college.

**22. The college does not have either the manpower or the financial resources to make its services available to citizens of Western Kansas on anything but a very minimal, selective basis.

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*Constraint is a limited one.
**Constraint is expected to continue for this decade.
***Constraint is expected to be modified in this decade.

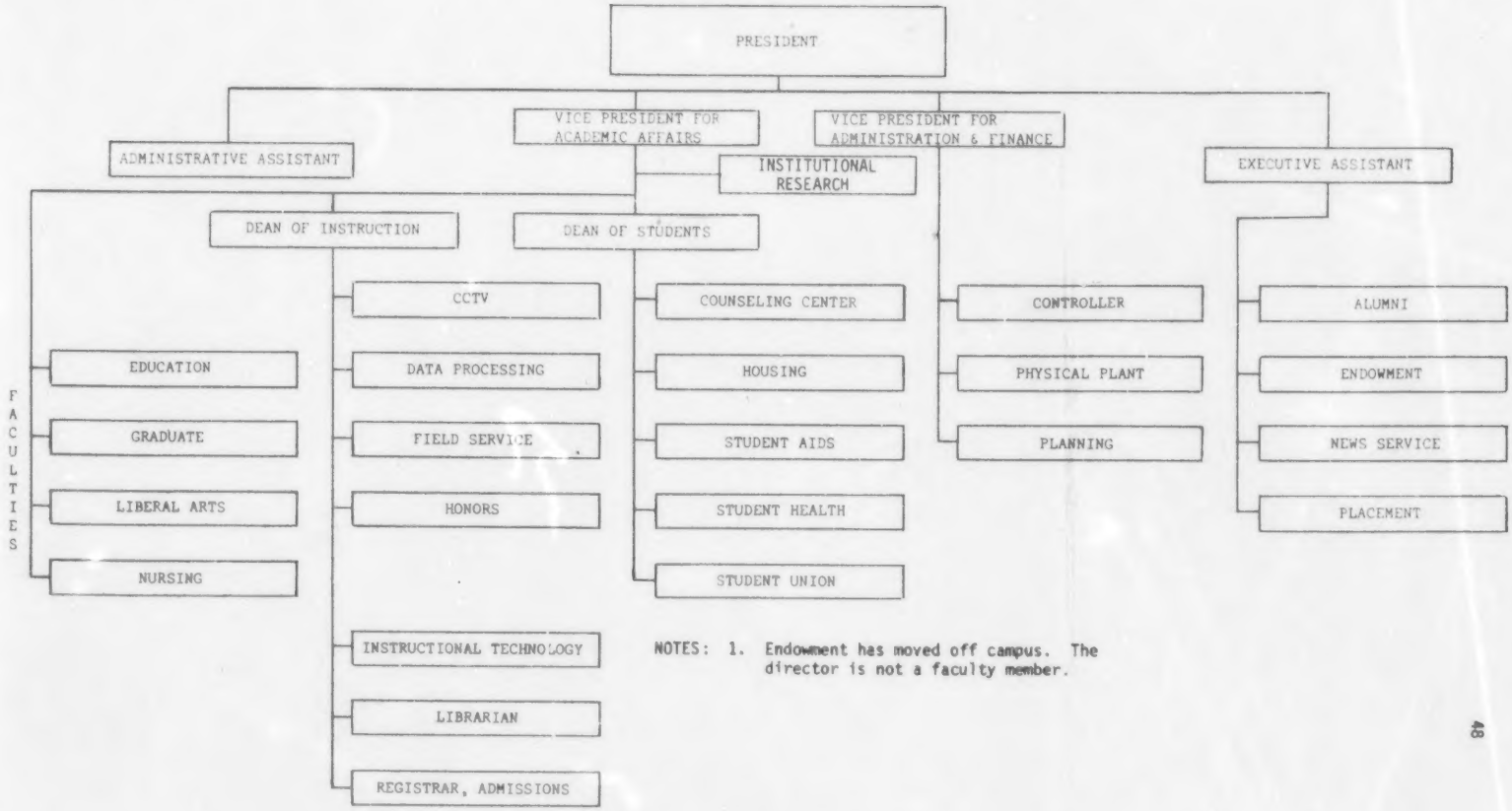
AFFINITIES

Certain existing affinities already exist on the Fort Hays campus among and between departments, disciplines, subject fields, etc. Some of these affinities are historical, some are physical, and some have other origins. Because of the size of the College with relatively few faculty and students, hard and fast affinities are not as important here as they would be on a large campus. Furthermore, because of the close proximity of the buildings, especially around the quad, physical proximity and affinity have relatively little importance as far as distance is concerned. In the future, theme-type programs or organizational units (e.g., Objective B:1) which would have certain natural affinities may be established. It is realized that by not treating in detail existing and future affinities that this is not an avoidance of the issue but rather a task which can be delayed and which would not affect the long range planning at this time.

APPENDIX A

FORT HAYS KANSAS STATE COLLEGE

7-1-72



NOTES: 1. Endowment has moved off campus. The director is not a faculty member.

GENERAL DATA

1. STUDENTS

A. Headcount Enrollment

	1971	1972
Lower Division	2166	1971
Upper Division	2424	2204
Graduate 1	529	528
Graduate 2	29	27
Other	98	108
Total	5246	4838

B. Full time equivalent enrollment

Lower Division	2040	1903
Upper Division	2412	2265
Graduate 1	476.6	472
Graduate 2	20	15
Other	58	59
Total	5006.6	4714

2. ACADEMIC SUPPORT

A. Library Holdings (HEGIS, OE 2300-5)

1) Number of volumes 225,501 235,000
2) Number of printed government documents that were not reported as volumes in 1) above 442,530 432,000*
3) Number of reels of microfilm 4,324 4,573
4) Number of physical items of all forms of microform, except microfilm 18,013 43,424.

*Decrease is the result of binding documents.

B. Type of computer installation: WICHE Type A, B, C or D. (IBM 1401) (Circle one).

3. STUDENT SERVICE

A. Headcount number of single students housed in university residential facilities 1,102 1,270.

B. Capacity (in number of students) of residential facilities for single students 1,712 1,712.

C. Number of married student families housed in university residential facilities 84 84.

D. Capacity (in number of families) of residential facilities for married student families 84 84.

Source: Institutional Research Office

APPENDIX C

REGENTS' COMMITTEE ON ENROLLMENT EVALUATION

Date 2 October 1972 Institution FORT HAYS, KANSAS, STATE COLLEGE Reported by James V. Kellerman, Registrar

I.A. FROM ACTUAL ENROLLMENT DATA - HEAD COUNT OF RESIDENT AND NON-RESIDENT EXTENDED DAY ON-CAMPUS STUDENTS, FINAL FIGURES TABULATED 20 DAYS FOLLOWING THE OPENING OF CLASSES (END OF 5TH WEEK OF CLASSES FOR JUNIOR COLLEGES).

On-Campus Students	FALL 1971 Head Count Enrollment			SPRING 1972 Head Count Enrollment			FALL 1972 Head Count Enrollment		
	Resident	Non-Res.	Total	Resident	Non-Res.	Total	Resident	Non-Res.	Total
1 Full-time	4,429	239	4,668	4,130	189	4,319	4108	185	4293
2 Part-time	571	7	578	516	5	521	537	8	545
3 Total on-campus	5,000	246	5,246	4,646	194	4,840	4645	193	4838
4 On-campus students paying fees, not otherwise counted		(62)*			(56)*			(35)*	
5 Lab schools	xxxx	xxxx	3	xxxx	xxxx		xxxx	xxxx	
6 On-campus evening & other extension classes	xxxx	xxxx		xxxx	xxxx		xxxx	xxxx	
	xxxx	xxxx		xxxx	xxxx		xxxx	xxxx	

I.B. FROM ACTUAL ENROLLMENT DATA - HEAD COUNT, STUDENT CREDIT HOURS, AVERAGE STUDENT CREDIT HOUR LOAD, AND FULL-TIME EQUIVALENT, FINAL.

On-Campus Students	Head Count	Student Cr. Hrs.	Average Stu.Load	F.T.E. Students	Head Count	Student Cr. Hrs.	Average Stu.Load	F.T.E. Students	Head Count	Student Cr. Hrs.	Average Stu.Load	F.T.E. Student
1 Voc-Tech	- ---	-- ---	-- -	- ---	- ---	-- ---	-- -	- ---	- ---	-- ---	-- -	- ---
2 Freshmen	1,150	16,023	13.9	1,068	1,071	15,329	14.3	1,022	1,091	15,479	14.2	1,032
3 Sophomores	1,016	14,574	14.3	972	910	13,701	15.1	913	880	13,061	14.8	871
4 Juniors	1,153	17,137	14.9	1,142	1,079	16,575	15.4	1,105	1,047	16,028	15.3	1,069
5 Seniors	1,271	19,049	15.0	1,270	1,127	17,548	15.6	1,170	1,157	17,936	15.5	1,196
6 5th Year	- ---	-- ---	-- -	- ---	- ---	-- ---	-- -	-----				
7 Specials	98	872	8.9	58	97	809	8.3	54	108	886	8.2	59
8 Post Baccalaureate	- ---	-- ---	-- -	- ---	- ---	-- ---	-- -	- ---				
9 Masters & Ed. Spec.	558	4,469	8.0	497	556	4,523	8.1	503	555	4,385	7.9	487
10 Ph.D. & Ed.D.	- ---	-- ---	-- -	- ---	- ---	------	-- -	- ---				
11 Total - MUST CHECK TO I.A.3. ABOVE	5,246	72,124		5,007	4,840	68,485		4,767	4,838	67,775		4,714

I.C. RELEVANT DATA - CALCULATED FROM DATA ABOVE

1 Teaching Faculty F.T.E. Positions Budgeted	228.1	228.1	228.2
2 Faculty-Student Ratio Using F.T.E. Stud.& Fac.	22.0	20.9	20.7
3 Student Credit Hours Per F.T.E. Faculty	316	300	297.1

* Graduate and undergraduate international students are to be included in total above and are also to be shown in parentheses

YOUR FILE COPY

Date 2 October 1972 Institution FORT HAYS, KANSAS, STATE COLLEGE Reported by James V. Kellerman, Registrar

II.A. ESTIMATED DATA - HEAD COUNT OF RESIDENT AND NON-RESIDENT EXTENDED DAY ON-CAMPUS STUDENTS.

Revised estimate will be submitted to Board of Regents 20 October 1972.

On-Campus Students	SPRING 1973 Head Count Enrollment			FALL 1973 Head Count Enrollment		
	Resident	Non-Res.	Total	Resident	Non-Res.	Total
1 Full-time	4,140	195	4,335	4115	190	4305
2 Part-time	500	5	505	490	5	495
3 Total on-campus	4,640	200	4,840	4605	195	4800
4 On-campus students paying fees, not otherwise counted		(55)*			(50)*	
5 Lab schools	xxxx	xxxx		xxxx	xxxx	
6 On-campus evening & other extension classes	xxxx	xxxx		xxxx	xxxx	
	xxxx	xxxx		xxxx	xxxx	

NOTE: Regents' institutions use totals for schools as estimated in Board approved Legislative Budget for appropriate semester.

Other institutions should use latest official enrollment projections.

II.B. ESTIMATED DATA - HEAD COUNT, STUDENT CREDIT HOURS, AVERAGE STUDENT CREDIT HOUR LOAD, AND FULL-TIME EQUIVALENT ENROLLMENT.

On-Campus Students	Head Count	Student Cr. Hrs.	Average Stu.Load	F.T.E. Students	Head Count	Student Cr. Hrs.	Average Stu.Load	F.T.E. Students
1 Voc-Tech	- ---	-- ---	-- -	- ---	- ---	-- ---	-- -	- ---
2 Freshmen	1,050	15,015	14.3	1,001	1,100	16,185	14.7	1,079
3 Sophomores	930	14,043	15.1	936	950	14,640	15.4	976
4 Juniors	1,110	17,074	15.4	1,138	1,000	15,555	15.6	1,037
5 Seniors	1,110	16,983	15.3	1,132	1,050	16,230	15.5	1,082
6 5th Year	- ---	-- ---	-- -	- ---				
7 Specials	90	747	8.3	50	150	1,245	8.3	83
8 Post Baccalaureate	- ---	-- ---	-- -	- ---				
9 Masters & Ed. Spec.	550	4,455	8.1	495	550	4,455	8.1	495
10 Ph.D. & Ed.D.	- ---	-- ---	-- -	- ---				
11 Total - MUST CHECK TO II.A.3. ABOVE	4,840	68,317		4,752	4,800	68,310		4,752

II.C. RELEVANT DATA - CALCULATED FROM ESTIMATED DATA ABOVE.

1 Teaching Faculty F.T.E. Positions Budgeted	228.1	228.1
2 Faculty-Student Ratio Using F.T.E. Stud.& Fac.	20.8	20.8
3 Student Credit Hours Per F.T.E. Faculty	300	299

* Graduate and undergraduate international students are to be included in total above and are also to be shown in parentheses

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APPENDIX D

Projected HEADCOUNT by Level

	1973	1974	1975	1976	1977	1978	1979	1980
Graduate	550	489	466	455	406	414	410	404
Seniors	1050	910	980	874	891	883	870	874
Juniors	1000	859	873	889	882	869	813	877
Sophomores	950	847	857	850	838	842	846	813
Freshmen	1100	1121	1112	1096	1101	1106	1064	1035
Other*	150	150	150	150	150	150	150	150
TOTAL	4800	4376	4438	4314	4268	4264	4213	4153

Source: Institutional Research Office
*Includes post-graduate, special, and unclassified. If continuing education program expands, the number of students in the classification will expand.

Projected HEADCOUNT Enrollments For Fort Hays Kansas State College

Fall	Projected Number	Limits Lower	Limits Upper
1973	4,727	4,494	4,960
1974	4,677	4,439	4,914
1975	4,598	4,358	4,839
1976	4,485	4,243	4,727
1977	4,371	4,127	4,615
1978	4,217	3,973	4,461

Source: State Education Commission

Projected FTE Enrollment for 1980*

Graduate	328
Seniors	818
Juniors	741
Sophomores	520
Freshmen	618
TOTAL	3025

Source: Master Planning Commission
*FTE has been approximately 95% of Headcount
NOTE: Of the June 1972 high school graduates, nationally 49.4 per cent of the white graduates went on to college (down 4.7 percent) and 47.6 per cent of the black graduates went on to college (up .5 percent).

Appendix E

Headcount of Majors by HEGIS Taxonomy

Fall 1971 (Revised)

Program		Bachelors	Masters	Specialist
0101	Agriculture	147		
0400	Biological Sciences	154	19	
0501	Business	858	67	
0800	Education	568	149	29
0835	Physical Education	289	23	
0839	Industrial Arts	160	7	
1001	Art	158	27	
1004	Music	142	15	
1100	Languages	34	8	
1200	Nursing	225		
1301	Home Economics	114		
1501	English	140	24	
1506	Speech	117	21	
1509	Philosophy	7		
1701	Mathematics	204	16	
1902	Physics	25	2	
1905	Chemistry	58	3	
1917	Earth Sciences (Geology)	45		
2001	Psychology	185	30	
2204	Economics	36	14	
2205	History	170	18	
2207	Political Science	115	11	
2208	Sociology	79	2	
4902	General Science	118		
	Miscellaneous (Undeclared)	540	73	
	TOTAL	4688	529	29

Source: Registrars Office

APPENDIX E

HEADCOUNT OF MAJORS BY HEGIS TAXONOMY

Fall 1972

Program		Bachelors	Masters	Specialist
0101	Agriculture	137	3	
0400	Biological Sciences	155	21	
0501	Business	759	41	
0800	Education	423	95	27
0835	Physical Education	261	16	
0839	Industrial Arts	118	5	
1001	Art	138	22	
1004	Music	166	9	
1100	Languages	30	5	
1200	Nursing	211	2	
1301	Home Economics	95	3	
1501	English	99	13	
1506	Speech	114	19	
1509	Philosophy	3		
1701	Mathematics	166	14	
1902	Physics	23		
1905	Chemistry	49	5	
1917	Earth Sciences (Geology)	36	7	
2001	Psychology	176	46	
2204	Economics	26	5	
2205	History	127	24	
2207	Political Science	123	9	
2208	Sociology	59	3	
4902	General Science	143	2	
	Miscellaneous (Undeclared)	646	159	
	TOTAL	4283	528	27

Source: Registrars Office

APPENDIX F

Headcount by Age Categories

Fall 1970

	Undergraduates		Graduates		Total	
Age	Men	Women	Men	Women	Men	Women
20/under	1320	1335	0	0	1320	1335
21	456	355	1	5	457	360
22-24	551	188	95	52	646	240
25-35	236	127	165	99	401	226
35/over	18	107	68	121	86	228
TOTAL	2581	2112	329	277	2910	2389

APPENDIX G

Headcount by Marital Status and Student Classification

Fall 1970

Married Part-time Students (6 or less SCH)

Classification	Men	Women	Total
Freshmen	8	39	47
Sophomores	9	27	36
Juniors	7	34	41
Seniors	16	18	34
Graduates	129	146	275
Other	32	29	61
TOTAL	201	293	494

Married Full-time Students (7 or more SCH)

Classification	Men	Women	Total
Freshmen	66	29	95
Sophomores	80	64	144
Juniors	185	107	292
Seniors	233	179	412
Graduates	87	23	110
Other	17	7	24
TOTAL	668	409	1077

Single Part-time Students (6 or less SCH)

Classification	Men	Women	Total
Freshmen	5	28	33
Sophomores	7	13	20
Juniors	4	8	12
Seniors	7	5	12
Graduates	15	24	39
Other	5	8	9
TOTAL	43	86	129

Single Full-time Students (7 or more SCH)

Classification	Men	Women	Total
Freshmen	625	578	1203
Sophomores	449	376	825
Juniors	496	376	872
Seniors	410	249	659
Graduates	60	36	96
Other	17	17	30
TOTAL	2057	1632	3689

Source: Institutional Research Office

APPENDIX H

Commuting Students

	Fall 1971	Fall 1972
Number and percentage of students commuting	687 (13.1%)	579 (11.9%)

Definition of commuting student: Student commutes from area outside Hays city limits.

Source: Housing Office

APPENDIX I

FORT HAYS KANSAS STATE COLLEGE

FALL 1971 CREDIT HOUR PRODUCTION

PCS Code	Department Name	UGL	UGU	Grad. I.	Grad. II.
1.1.0499	Biological Science	3727	2550	186	0
1.1.0800	Education	2055	6753	1410	106
1.1.1300	Home Economics	333	411	0	0
1.1.0835	H.P.E.R.	2659	1218	185	0
1.1.0839	Industrial Arts	766	467	0	0
1.1.1099	Art	2389	513	267	48
1.1.1501	English	2632	2160	119	6
1.1.1100	Foreign Language	1047	198	5	0
1.1.1005	Music	1703	547	55	0
1.1.1509	Philosophy	411	180	5	0
1.1.1506	Speech	2398	979	148	0
1.1.1917	Earth Science	1023	591	18	0
1.1.1700	Mathematics	2439	767	27	0
1.1.1902	Physics	648	507	37	0
1.1.1203	Nursing	0	1169	0	0
1.1.0501	Business	5154	4533	163	0
1.1.2205	History	2228	943	148	0
1.1.2207	Political Science	978	740	62	0
1.1.2000	Psychology	2572	1550	432	0
1.1.2299	Sociology & Anth.	1998	684	0	0
1.1.2204	Economics	1223	648	17	0
1.1.4901	Honors	150	51	36	0
1.1.1905	Chemistry	1793	53	60	0
1.1.1601	Library Science	82	124	0	0
	Total	40,408	28,336	3,380	160

Source: Institutional Research Office

APPENDIX I

FORT HAYS KANSAS STATE COLLEGE

Fall 1972 Credit Hour Production

PCS CODE	DEPARTMENT NAME	UGL	UGU	GRAD I	GRAD II	TOTAL
1.1.0499	Biological Science	3702	2918	231	0	6851
1.1.0800	Education	1773	4868	1555	73	8269
1.1.1300	Home Economics	420	416	0	0	836
1.1.0835	H.P.E.R.	2583	1223	177	0	3983
1.1.0839	Industrial Arts	615	354	0	0	969
1.1.1099	Art	1821	632	292	34	2779
1.1.1501	English & Journ.	2552	1884	142	0	4578
1.1.1100	Foreign Lang.	938	120	0	0	1058
1.1.1005	Music	1733	579	45	0	2357
1.1.1509	Philosophy	380	209	3	0	592
1.1.1506	Speech	2480	1316	176	0	3972
1.1.1917	Earth Science	958	529	61	0	1548
1.1.1700	Mathematics	2558	685	42	0	3285
1.1.1902	Physics	390	386	22	0	798
1.1.1203	Nursing	66	1549	0	0	1615
1.1.0501	Business	4915	4180	181	0	9276
1.1.2205	History	1809	1081	98	0	2988
1.1.2207	Political Science	687	760	85	0	1532
1.1.2000	Psychology	1815	1842	386	2	4045
1.1.2299	Sociology & Anth.	1623	740	3	0	2366
1.1.2204	Economics	1290	447	16	0	1753
1.1.4901	Honors	135	33	30	0	198
1.1.1905	Chemistry	2022	61	45	0	2128
1.1.1601	Library Science	92	167	0	0	259
TOTAL		37357	26979	3590	109	68035

APPENDIX J
BONDS OUTSTANDING*
June 30, 1973

Series	Date of Issue	Amt. of Orig. Issue	Bonds Retired as of 6-30-73	Bonds Outstanding 6-30-73	Bonds Maturing 1972-73	Year of Full Ret.
Res Hall	11-1-54	$ 250,000	$ 212,500	$ 37,500	$ 12,500	1976
A	10-1-62	450,000	79,000	371,000	11,000	1996
B	10-1-62	656,000	102,000	554,000	15,000	1998
C	10-1-62	1,250,000	130,000	1,120,000	22,000	2002
D	10-1-62	375,000	68,000	307,000	7,000	2001
1963	10-1-63	636,000	98,000	538,000	10,000	2002
1968A	8-1-68	500,000	20,000	480,000	10,000	2007
1968B	8-1-68	550,000	45,000	505,000	15,000	1992
1969	2-1-69	1,825,000	135,000	1,690,000	45,000	1993
1970	12-1-70	5,000,000	385,000*	4,615,000	105,000	1995
		11,492,000	1,274,500	10,217,500	252,500	

*Cancelled prior to delivery.

SUMMARY BY PROJECT

Memorial Union	$ 1,500,000	$ 144,000	$ 1,356,000	$ 36,000	2007
Dormitories	4,992,000	745,500	4,246,500	111,500	2002
H.P.E.R. Complex	5,000,000	385,000*	4,615,000	105,000	1995
	11,492,000	1,274,500	10,217,500	252,500	

*Cancelled prior to delivery.

FY 74 PRINCIPAL AND INTEREST PAYMENTS

Memorial Union	$ 85,420
Dormitories	278,545
H.P.E.R. Complex	407,328
	771,303

*To the nearest dollar

SOURCE: Business Office

FORT HAYS KANSAS STATE COLLEGE

ORGANIZATION & STAFF DATA 1.0 INSTRUCTION

1	2	3	4	5	
PCS CODE	DEPARTMENT NAME	INSTITUTION'S CODE	ADM. UNIT CODE	STAFF * (FTE) 1971	1972
1.1.0400	Div. of Natural Sciences & Math.	4040	1002	2.	0
1.1.0499	Biological Sciences & Agriculture	4041	1002	25.1	32.1
1.1.0501	Business	4061	1002	23.4	24.0
1.1.0800	Division of Education	4010	1002	2.	0
1.1.0800	Education	4011	1002	36.9	34.9
1.1.0835	HPER	4013	1002	22.2	27.2
1.1.0839	Industrial Arts	4014	1002	7.2	10.6
1.1.1005	Music	4034	1002	23.8	37.6
1.1.1099	Art Department	4031	1002	16.7	17.5
1.1.1100	Foreign Languages	4033	1002	10.	9.4
1.1.1203	Dean of Nursing Faculty	4051	1002	9.3	14.1
1.1.1300	Home Economics	4012	1002	4.5	4.5
1.1.1500	Division of Humanities	4030	1002	2.	0
1.1.1501	English	4032	1002	29.	22.6
1.1.1506	Speech	4036	1002	11.	14.3
1.1.1509	Philosophy	4035	1002	2.	2.8
1.1.1700	Mathematics	4045	1002	13.5	17.0
1.1.1902	Physics	4046	1002	5.5	7.5
1.1.1905	Chemistry	4042	1002	9.5	17.4
1.1.1917	Earth Science	4044	1002	5.	6.1
1.1.2000	Psychology	4064	1002	13.	15.6
1.1.2200	Div. of Social & Behavioral Sciences	4060	1002	2.	0
1.1.2204	Economics	4066	1002	4.	4.8
1.1.2205	History	4062	1002	14.6	13.9
1.1.2207	Political Science	4063	1002	8.1	7.1

*All part and full time personnel requiring some type of office space or area. In some cases this was estimated.

FORT HAYS KANSAS STATE COLLEGE

ORGANIZATION & STAFF DATA 1.0 INSTRUCTION

1	2	3	4	5	
PCS CODE	DEPARTMENT NAME	INSTITUTION'S CODE	ADM. UNIT CODE	STAFF * (FTE) 1971	1972
1.1.2299	Sociology & Anthropology	4065	1002	7.5	7.3
1.1.4901	Honors	4073	1002	.5	0.6
1.1.4901	Dean of Liberal Arts Faculty	4030	1002	0	2.
1.4.9101	Field Service & Continuing Education	2010	1009	1.	2.9
Source:	Institutional Research Office				

*All part and full time personnel requiring some type of office space or area. In some cases this was estimated.

FORT HAYS KANSAS STATE COLLEGE

APPENDIX K

ORGANIZATION & STAFF DATA 4.0 ACADEMIC SUPPORT

1	2	3	4	5	
PCS CODE	DEPARTMENT NAME	INSTITUTION'S CODE	ADM. UNIT CODE	STAFF * (FTE) 1971	1972
4.1.	Dean of Instruction	1009	1002	0	2.5
4.1.	Library	7001	1009	21.	19.
4.2.	Museum	4048		1.	1.
4.3.	College Farm	4043	4040	1.	1.
4.3.	Instructional Technology	4071	1009	0	3.3
4.3.	CCTV	4072	1009	0	3.3
4.6.	Graduate Office	4020	1002	4.	4.

*All part and full time personnel requiring some type of office space or area. In some cases this was estimated.

APPENDIX K

FORT HAYS KANSAS STATE COLLEGE

ORGANIZATION & STAFF DATA 5.0 STUDENT SERVICE

1	2	3	4	5	
PCS CODE	DEPARTMENT NAME	INSTITUTION'S CODE	ADM. UNIT CODE	STAFF* (FTE) 1971	1972
5.1.	Student Council	3021	3001	1.	1.0
5.1.7105	Dean of Students	3001	1002	8.5	8.1
5.1.7110	Student Union	9022	3001	21.5	45.5
5.3.9501	Counseling	3006	3001	1.5	4.9
5.3.9510	Placement	3017	1001	5.5	6.6
5.4.	Student Aids	3002	3001	6.9	7.3
5.5.7320	Student Health	9021	3001	6.5	5.6
5.5.7330	Housing	9010	3001	22.6	59.3

*All part and full time personnel requiring some type of office space or area. In some cases this was estimated.

FORT HAYS KANSAS STATE COLLEGE

ORGANIZATION & STAFF DATA 6.0 INSTITUTIONAL SUPPORT

1	2	3	4	5	
PCS CODE	DEPARTMENT NAME	INSTITUTION'S CODE	ADM. UNIT CODE	STAFF * (FTE) 1971	1972
6.1.8111	President's Office	1003	1003	4.	5.
6.1.8112	Academic Vice President's Office	1002	1003	4.	2.
6.1.8120	Institutional Research	2005	1009	0	2.4
6.2.8114	Business Office	1001	1003	14.6	12.6
6.2.8150	Endowment	2006	1003	3.5	0
6.3.8160	Data Processing	2007	1009	5.	6.5
6.3.8220	Registrar	3004	1009	10.6	10.4
6.4.8171	Traffic and Security	8004	8010	2.5	2.5
6.4.8240	Warehouse	0001	8010	2.0	2.0
6.4.8290	Meat Department	0003	8010	1.0	0
6.5.	Janitor	8002	8010	2.0	2.0
6.5.	Grounds	8003	8010	1.0	1.0
6.5.	Garage	8008	8010	1.0	1.0
6.5.	Power Plant	8009	8010	1.0	2.0
6.5.8300	Buildings	8001	8010	1.0	1.
6.5.8400	Physical Plant Administration	8010	1001	2.	2.0
6.7.8175	Alumni Records	2001	1003	7.9	4.1
6.7.8181	Publications and News Service	2003	1003	6.5	20.6

*All part and full time personnel requiring some type of office space or area. In some cases this was estimated.

APPENDIX L

SALARY COSTS/SCH

Fall 1971

DEPARTMENT	LD	UD	GRAD I	TOTAL
Art	5.07	14.67	22.51 (25.50)*	8.35
Business	4.99	5.89	30.84	5.83
Chemistry	10.39	35.81	97.43	13.84
Earth Science	6.65	11.15	87.11	9.16
Economics	5.80	12.67	13.86	8.23
English & Jour.	9.54	15.57	43.74 (15.42)*	13.61
Foreign Lang.	21.58	33.58	50.35	23.60
History	5.51	15.46	26.38	9.26
Mathematics	9.13	20.11	71.14	12.25
Music	19.42	30.94	72.12	23.41
Philosophy	8.32	21.67	30.86	12.54
Physics	8.61	20.92	61.06	15.47
Political Science	3.52	10.55	20.10	7.02
Psychology	2.68	5.33	8.20	4.10
Soc/Anthropology	4.71	15.40	0.00	7.44
Speech	4.48	11.65	22.91	7.24
Nursing	0.00	8.69	0.00	8.69
Honors	12.44	14.27	5.37	11.76
Library Science	.36	0.00	0.00	.14
Industrial Arts	20.16	23.48	0.00	21.41
Education	6.21	5.39	17.22 (36.36)*	7.49
H.P.E.R.	16.22	9.11	8.11	13.72
Home Economics	16.15	12.29	0.00	14.02
Bio. Science	1.25	.72	16.79	2.59
TOTAL	7.97	10.81	22.07 (33.26)*	9.80

*Figure in parenthesis is cost for Grad. II. Source: 1971 Faculty Activity Analysis

APPENDIX M

FACULTY EFT TAKEN FROM BUDGETS

DEPARTMENT	FY71	FY72	FY73
Art	11.0	11.0	11.0
Bio. Sciences & Agri.	16.5	16.5	16.0
Business	19.3	18.8	18.8
Chemistry	7.0	7.0	7.3
Earth Science	5.0	5.0	5.0
Economics	4.0	4.0	4.0
Education	22.0	22.0	22.0
English	24.0	24.0	21.5
Foreign Languages	10.0	10.0	7.0
History	9.0	9.0	9.0
Home Economics	3.0	3.0	3.0
HPER	17.0	17.0	17.0
Industrial Arts	6.0	6.0	6.0
Mathematics	11.0	11.0	11.0
Music	17.0	17.0	17.4
Nursing	8.3	8.3	12.0
Philosophy	2.0	2.0	2.0
Physics	5.0	5.0	5.0
Political Science	5.0	5.0	5.0
Psychology	8.0	8.0	8.5
Sociology & Anth.	6.0	6.0	6.0
Speech	10.0	10.0	10.0
Library Science	1.0	1.0	1.0
Honors	0.0	0.0	0.0
TOTAL-INSTRUCTION	227.1	226.6	225.5

APPENDIX N

SCH AND SCH/EFT FROM
DATA THREE WEEKS AFTER BEGINNING
OF FALL SEMESTER. EFT FROM BUDGETS.

DEPARTMENT	1970	SCH/EFT	1971	SCH/EFT	1972	SCH/EFT
Art	3758	354.5	2725	257.0	2779	262.1
Bio. Sciences & Agri.	5912	361.6	6653	405.6	6851	417.7
Business	10823	452.8	9841	549.7	9276	504.1
Chemistry	1976	299.4	1906	288.7	2128	308.4
Earth Science	1687	392.3	1636	380.4	1548	360.0
Economics			1898	527.2	1753	486.9
Education	8058	368.8	10310	470.7	8269	377.5
English & Journalism	6338	265.7	4887	204.4	4578	213.9
Foreign Languages	1680	175.0	1282	133.5	1058	160.3
History	4427	514.8	3322	386.2	2988	347.4
Home Economics	801	308.1	744	286.1	836	321.5
HPER	4430	266.8	4081	245.8	3983	239.9
Industrial Arts	1444	257.8	1233	220.1	969	173.0
Mathematics	3044	287.1	3253	306.8	3285	309.9
Music	3245	195.4	2316	139.5	2357	141.9
Nursing	1368	181.1	1169	153.8	1615	142.9
Philosophy	253	158.1	596	372.5	592	370.0
Physics	2427	527.6	1193	259.3	812	176.5
Political Science	2058	424.3	1780	363.2	1532	333.0
Psychology	4903	645.1	4666	613.9	4045	499.3
Sociology & Anth.	2764	493.5	2328	415.7	2366	492.9
Speech	2614	231.3	3565	346.1	3972	374.7
Library Science	281	281.0	216	216.0	259	259.0
Honors			237		198	198.0
TOTAL	74561	329.1	72187	316.4	68049	298.1

SOURCE: Vice President for Academic Affairs Office

APPENDIX O

SUMMER CREDIT-HOUR-PRODUCTION BY DEPARTMENTS

DEPARTMENT	1970 NO. OF STUD.	1970 CR. HR. PROD.	1971 NO. OF STUD.	1971 CR. HR. PROD.	1972 NO. OF STUD.	1972 CR. HR. PROD.
Art	336	1010	291	863	254	725
Bio. Sciences & Agric.	280	811	269	777	209	608
Business	530	1525	372	1048	412	1174
Chemistry	54	233	43	155	48	201
Earth Sciences	75	225	85	255	70	203
Economics			99	295	63	184
Education	1406	3695	1417	3770	1500	3443
Englisn	557	1650	434	1276	248	741
Foreign Languages	117	338	66	188	56	161
HPER	357	530	341	547	337	555
History	220	734	138	436	152	429
Home Economics	20	203	72	162	66	151
Honors	2	6				
Industrial Arts	93	197	130	287	93	258
Library Science	57	157	54	151	49	139
Mathematics	291	758	172	523	124	356
Music	388	633	233	340	328	463
Nurse Education	48	246	54	333	58	309
Philosophy	9	27	24	70	13	39
Physics	91	417	47	206	40	153
Political Science	151	410	116	319	90	234
Psychology	265	705	181	475	231	710
Sociology & Anthropology	140	398	186	476	94	280
Speech	175	506	203	581	284	807
TOTALS	5732	15414	5028	13534	4819	12323

SOURCE: Vice President for Academic Affairs Office

APPENDIX P

SUPPLEMENTAL ACADEMIC SUPPORT DATA

Fall 1972

Library

Rate of acquisition, volumes per year: 34, 853
Number of reader stations:
- tables: 125
- open carrels: 350
- enclosed carrels: 0
- faculty studies: 15
- micro-readers: 15
- A-V carrels: 75
- lounge seats: 105

Museum

Exhibits in the Sternberg Memorial Museum have been grouped in four areas: (1) Geology--rocks, minerals, fossils; (2) Natural History--mammals, birds, reptiles, amphibians, fishes and the invertebrates; (3) Prehistory, archeology, ethnology--Indian burials, artifacts and skeletal remains; (4) History--period of discovery, exploration, pioneering and the settlement of the Great Plains of western Kansas.

Closed-Circuit Instructional Television (CCTV, ITV)

The purpose of closed-circuit instructional television is three-fold: 1) to assist the faculty in utilizing the unique capabilities and the many applications of instructional television effectively; 2) to improve instructional efficiency and effectiveness through the presentation of course content, laboratory experiments, student self-evaluation, and course enrichment by guest lecturers; and 3) to provide students of Radio-Television with the opportunity to obtain a working knowledge of television for professional participation in the broadcast industry.

APPENDIX P

Office of Instructional Technology

This office assists faculty members in their work by providing and maintaining numerous audio visual services. These include machines such as projectors and video tape recorders, and the films, slides, tapes and transparencies.

The office assists in the education of student teachers by providing an audio visual laboratory for practice in making materials and using equipment.

A broader, and perhaps more significant role of the office is that of keeping faculty members informed of the latest technological developments which might be utilized in the classroom.

Inventory:

Films: 550
Slides: 1500

Rate of acquisition: Zero for films. Other items 130.

Computing Support

An IBM 1401 provides minimal support for instruction, research, and teaching. A new computer system has been included in the Governor's FY74 budget. Administrative support represents about 55 percent of the usage.

Specialized Departmental Collections

The botanical and zoological collections of the Department of Biological Sciences and Agriculture have been incorporated into the Museum of the High Plains. Specimens of flowering and non-flowering plants are housed in the Elam Bartholomew Herbarium. An outstanding collection of vertebrate study skins, skulls, skeletons, and alcholic specimens is being amassed by students and faculty in the zoological collections of the museum.

APPENDIX P

The Galleries of Art

At the present time no permanent Art Gallery exists at the Fort Hays Kansas State College, however, through facilities and space provided in Davis Hall and the Memorial Union, a continuously changing exhibition is provided by faculty members, former faculty members, invited guest artists and students.

APPENDIX Q

SUPPLEMENTAL STUDENT SERVICES DATA

Student Services

The Dean of Students is responsible for the overall administration and coordination of the various services and programs which contribute directly to the general welfare of Fort Hays Kansas State College students. Included in these programs are such areas as: health services, counseling services, student financial aids, housing, advising of foreign students, fraternities and sororities, campus organizations, student government, new student orientation, Memorial Union, and services provided by the Associate Deans of Students.

Number of dining stations by dining area:

Wiest Hall: 266
McMindes Hall: 308
Memorial Union: 398
Back Door: 145

Average number of meals served (Monday through Saturday): 2548

McMindes Hall: 1699
Wiest Hall: 849
Union: 280 (Noon)

Residence Halls and Memorial Union use cafeteria service line.

Banquets and special meals are served periodically.

Health Services

Office treatment is available for minor illnesses which do not require hospitalization. A physician is on call and has morning office hours Monday through Friday. A nurse is on call 24 hours a day.

Average number of out-patients served per day in maximum service month: 100

Maximum number of out-patients served, one day: 175

SOURCE: Compiled by Institutional Research Office

FALL 1971

BUILDING NO.	BUILDING NAME	CONDITION 1	2	3	4	5	NASF	USF	GSF
101	Picken Hall		•				23,591		37,627
102	Sheridan Col.				•		40,488		67,485
103	McCartney Hall	•					22,549		38,589
104	Albertson Hall		•				47,273		67,533
106	Davis Hall	•					33,131		44,909
107	Rarick Hall				•		13,926		20,567
108	Martin Allen Hall				•		6,380		9,867
109	Malloy Hall	•					27,788		48,061
115	Davis Hall Annex	•					8,300		10,294
116	Lewis Field Stad.	•					16,772		31,918
117	Men's Gym					•	8,127		9,419
127	Forsyth Library	•					83,136		105,404
130	Lewis Field Bldg. 2					•	3,163		3,233
131	" " " 3					•	1,365		1,748
134	Research Animal House	•					951		1,248
135	Trailer-Driver Ed.	•					511		556
136	Fay.Dept.Off.Trail.	•					775		956
220	Grounds,Main.& Ware.	•					13,546		14,648
221	Bldgs.,Main. & Ware.	•					14,102		15,821
222	Maint. Garage	•					4,651		5,273
	SUB-TOTAL								

CONDITION
1-Satisfactory
2-Needs Minor Remodeling
3-Needs Major Remodeling
4-Classed Obsolete (Krueger)
5-Classed Obsolete (Institution)

BUILDING SPACE DATA

FORT HAYS KANSAS STATE COLLEGE
SOURCE: Planning Office

APPENDIX R

FALL 1971

BUILDING NO.	BUILDING NAME	CONDITION 1	2	3	4	5	NASF	USF	GSF
223	Old Power Plant				•		4,519		5,034
224	New Power Plant	•					462		10,317
305	Memorial Union	•					55,969		93,627
310	Custer Hall	•						49,858	56,360
311	Agnew Hall	•					33,424		52,855
312	Wooster Place #1	•					24,186		29,090
313	" " #2	•					20,640		20,640
314	Wiest Hall	•					92,721		134,604
315	McGrath "	•					33,702		52,393
319	President's Res.	•					6,475		7,857
325	McMindes Hall	•					92,356		142,857
332	Lewis Field Hous. Off T					•	1,980		2,260
333	" " Stor. U					•	3,066		3,066
401	Beef Cattle Sheds	•					6,318		6,318
402	Butler Bldg.	•					4,220		4,400
404	Farm Workers Res. & Gar.	•					1,658		1,970
405	Hog House	•					2,555		2,555
406	Dairy	•					10,499		11,037
407	Dairy Calf Sheds	•					1,872		1,872
408	Well & Pump House	•					160		160
	SUB-TOTAL						793,134	49,858	1,174,328

CONDITION
1-Satisfactory
2-Needs Minor Remodeling
3-Needs Major Remodeling
4-Classed Obsolete (Krueger)
5-Classed Obsolete (Institution)

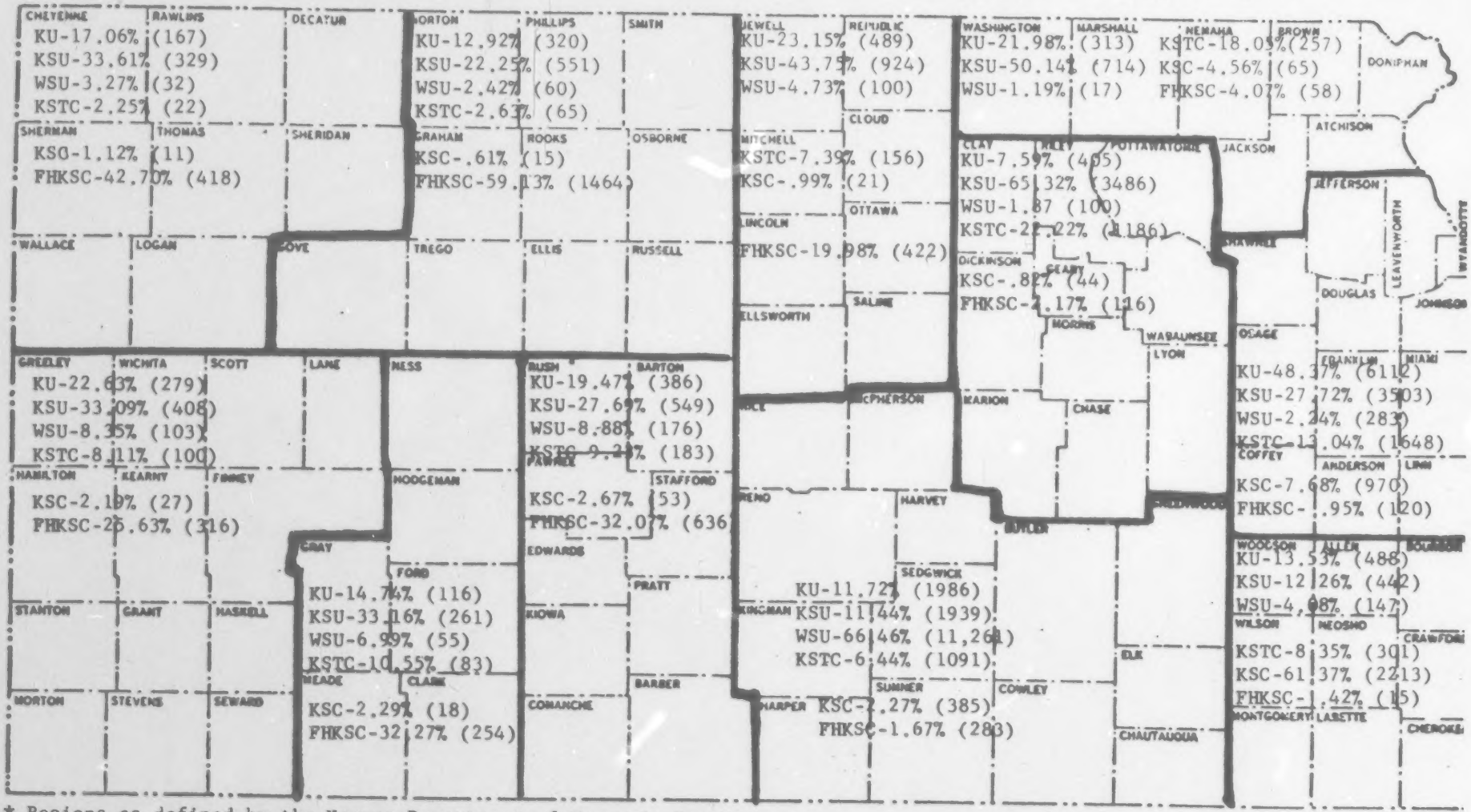
BUILDING SPACE DATA

FORT HAYS KANSAS STATE COLLEGE
SOURCE: Planning Office

APPENDIX S

KANSAS *

Enrollment (Fall, 1972) by Region of the Regent Institutions. Percent and number of students from each region.



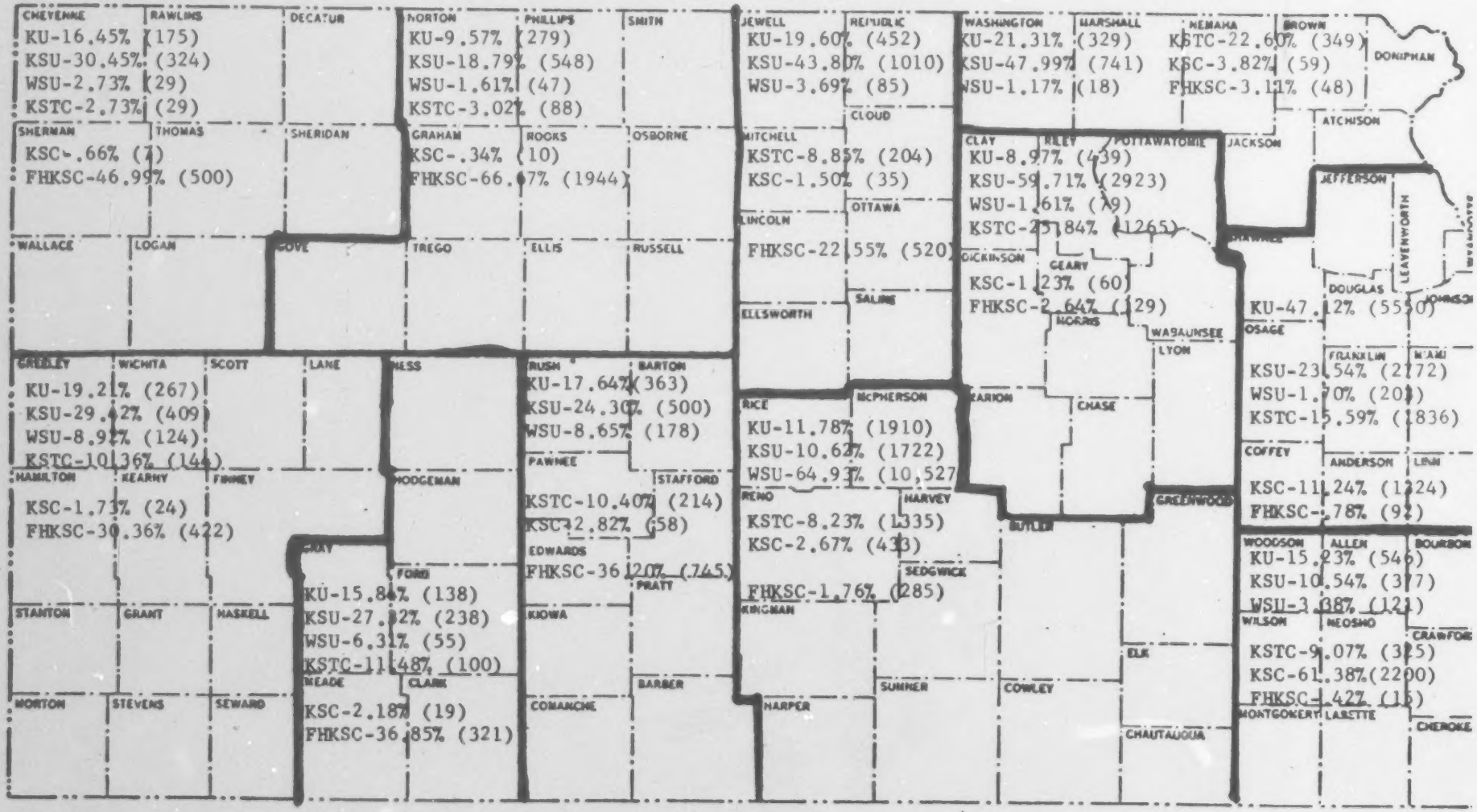
* Regions as defined by the Kansas Department of Economic Development.

SOURCE: Institutional Research Offices on each campus.

APPENDIX S

KANSAS *

Enrollment (Fall, 1970) by Region of the Regent Institutions. Percent and number of Students from Each Region.



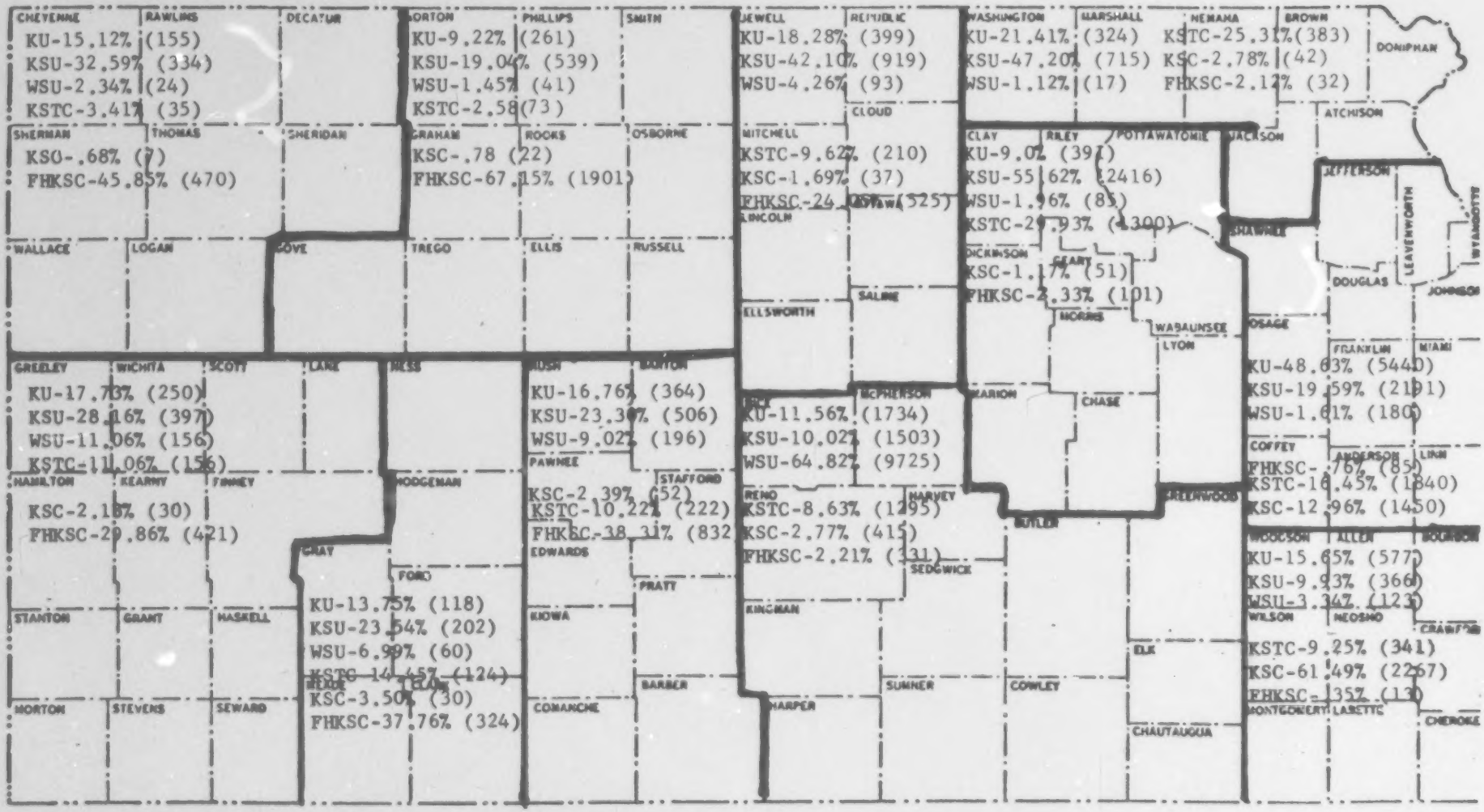
* Regions as defined by the Kansas Department of Economic Development.

SOURCE: Raw data from Chapter 1 of "The Guideline for Increasing Academic Efficiency at the State Colleges and Universities.

APPENDIX S

KANSAS*

Enrollment (Fall, 1968) by Region of the Regent Institutions. Percent and number of Students from Each Region.



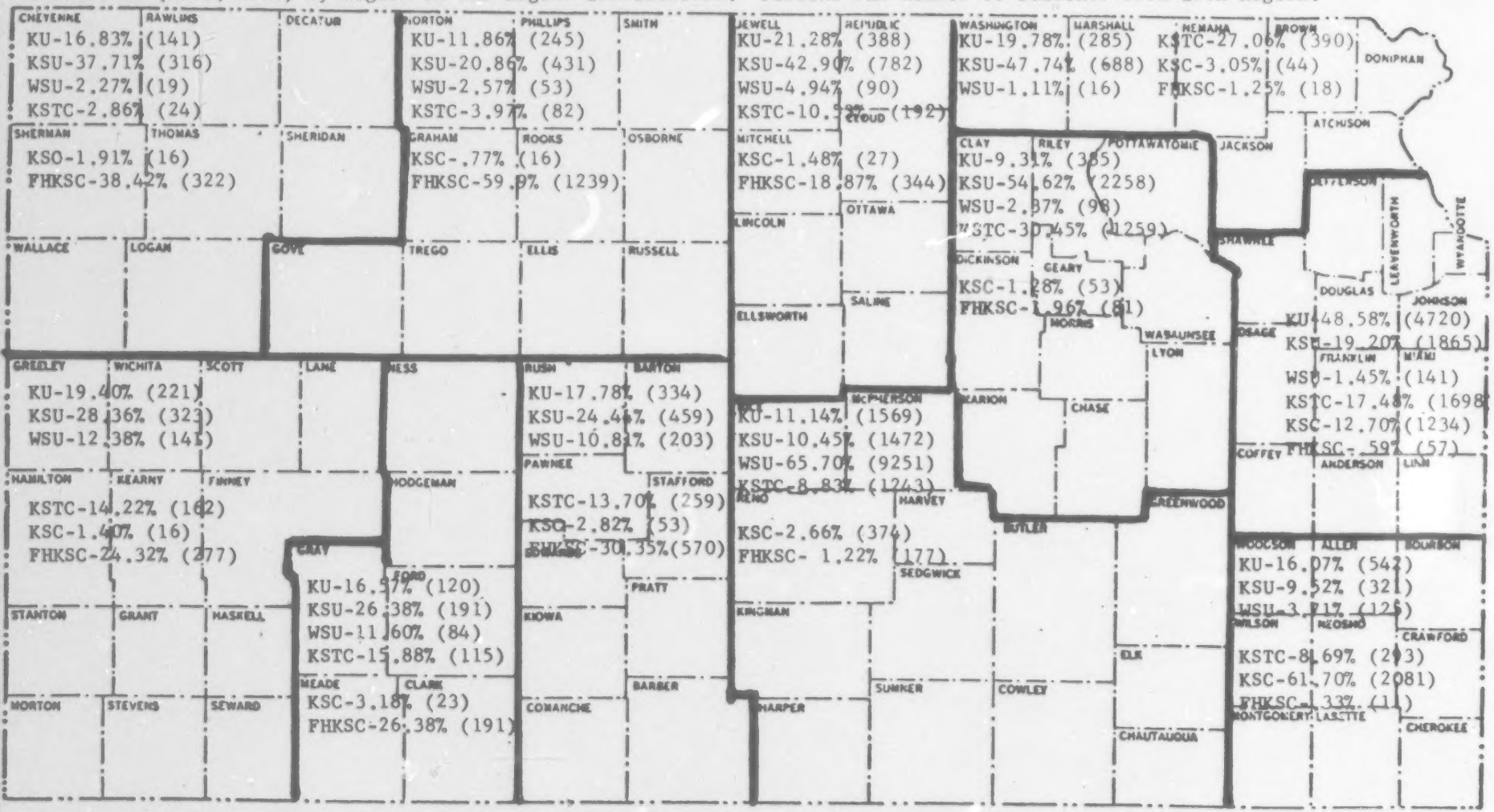
* Regions as defined by the Kansas Department of Economic Development.

SOURCE: Raw data from Chapter 1 of "The Guideline for Increasing Academic Efficiency at the State Colleges and Universities.

APPENDIX S

KANSAS*

Enrollment (Fall, 1966) by Region of the Regent Institutions. Percent and number of Students from Each Region.



* Regions as defined by the Kansas Department of Economic Development.

SOURCE: Raw data from Chapter 1 of "The Guideline for Increasing Academic Efficiency at the State Colleges and Universities."

APPENDIX T

PARTICIPATION AND MIGRATION OF COLLEGE STUDENTS

Participation Rates of Persons of College Age in Higher Education, Fall 1969

	FTE's as Percent of College Age Population				Persons of College Age As Percent of Population	
	Public and Private		Public Only			
	Percent	Rank	Percent	Rank	Percent	Rank
U.S. average	27.54		20.06		11.32	
Kansas	32.87	14	27.36	12	11.80	16

Net Migration of All Students, Public and Private Institutions, By State: 1938, 1949, 1958, 1963, and 1968

	1968		1963		1958		1949		1938	
State	Rank	Net Migrants	Rank	Net Migrants	Rank	Net Migrants	Rank	Net Migrants	Rank	Net Migrants
Kansas	20	4,712	24	1,577	21	684	28	-236	30	-423

Net Migration of All Students, Public Institutions, By State: 1949, 1958, 1963, and 1968

	1968		1963		1958		1949	
State	Rank	Net Migrants	Rank	Net Migrants	Rank	Net Migrants	Rank	Net Migrants
Kansas	15	3,820	13	2,406	7	2,013	16	897

Migration of Graduate and Undergraduate Students, Public Institutions, By State: 1968

	Out-migrants				In-migrants			
	Graduate		Undergraduate		Graduate		Undergraduate	
State	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Kansas	2,177	28.4	3,781	6.2	2,145	28.1	7,796	12.1

Source: Journal of Higher Education, Vol. XLIII, (6), pp. 441-463, June 1972

APPENDIX U

EXPENDITURES FOR PUBLIC INSTITUTIONS OF HIGHER EDUCATION, 1969-70
THE RELATIVE STANDING OF KANSAS

State Government Expenditure on Current Operations for Institutions of Higher Education, Per Capita, Per Person of College Age, and Per $1,000 of Personal Income, Fiscal Year 1970

		Per Capita		Per Person of College Age		Per $1,000 of Personal Income	
	Total (000's)	Amount	Rank	Amount	Rank	Amount	Rank
U.S. average	$7,286,179	$35.99		$308.89		$9.84	
Kansas	111,521	49.59	18	406.63	21	13.78	18

Combined State and Local Government Expenditure on Current Operations of Institutions of Higher Education, Per Capita, Per Person of College Age And Per $1,000 of Personal Income, Fiscal Year 1970

		Per Capita		Per Person of College Age		Per $1,000 of Personal Income	
	Total (000's)	Amount	Rank	Amount	Rank	Amount	Rank
U.S. average	$8,605,378	$42.51		$364.82		$11.62	
Kansas	127,635	56.75	15	465.38	16	15.76	16

State and Local Expenditures on Current Operations for Institutions of Higher Education, Per Full-Time Equivalent Student, Fiscal Year 1970

		State Only		State and Local Combined	
	FTE Students	Amount	Rank	Amount	Rank
U.S. average	4,535,669	$1,606		$1,897	
Kansas	72,364	1,541	31	1,764	31

Source: Journal of Higher Education, Vol. XLIII, (6), pp. 417-440, June 1972

APPENDIX V

STATE SUPPORT FOR HIGHER EDUCATION: TWO WAYS OF RANKING IT

THE RELATIVE STANDING OF KANSAS

	Percent of Per Capita Income Used in State Support for Higher Education		Per Capita State Support for Higher Education	
State	Rank	Percent	Rank	Amount
Kansas*	29	1.02%	27	$41.80

*1972-73

Source: Chronicle of Higher Education, March 19, 1973, p. 8.

APPENDIX W

State of Kansas
Department of Administration
Budget Division DA 418-A

CAPITAL IMPROVEMENT SUMMARY BY PRIORITY AND PLAN FOR FINANCING
Annual Budget - Fiscal Year 1975

1. Agency No.	2. Agency Name	3. Function No.	4. Date
246	FORT HAYS KANSAS STATE COLLEGE	3	4-1-73

PRIORITY GROUP AND NO.	PROJECT TITLE	PROJECT CLASSIF. NC	RA	SM	TOTAL PROJECT COST	APPROPRIATION REQUEST FY 1975
URGENT:						
1.	Physical Education Building	X				105,000
2.	Student Housing	X				121,500
3.	Classroom Building	X			6,660,000	660,000
4.	Remodel Analytical Chemistry Lab			X	56,000	56,000
5.	Special Repairs and Maintenance			X	64,000	64,000
	Subtotal, Urgent Projects.				6,780,000	1,006,500
NECESSARY:						
1.	Water Main Extension	X			25,000	25,000
2.	Underground Fuel Storage	X			18,000	18,000
3.	Malloy Hall Remodeling		X		28,000	28,000
4.	Replace Language Laboratory			X	48,000	48,000
5.	Audio-Tutorial Learning Center		X		15,000	15,000
6.	Temporary Facilities for Science	X			185,000	185,000
7.	Malloy Hall Improvements			X	132,000	132,000
8.	Animal Science Laboratory	X			24,000	24,000
9.	Raze Old Power Plant		X		30,000	30,000
10.	Nurse Education Building	X			1,892,000	1,892,000
	Subtotal, Necessary Projects				2,397,000	2,397,000
DESIRABLE:						
1.	Print Shop	X			294,000	294,000
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
	Subtotal, Desirable Projects				294,000	294,000
	TOTAL, ALL PROJECTS REQUESTED.				9,471,000	3,697,500

Recommended financing by fund:	Total Project Cost	Appropriation Request FY 1975
State General Fund.	373,000	373,000
Educational Building Fund	7,206,000	1,311,000
Charitable Institutions & Mental Hospitals Bldg. Fund		
Federal (. . .	1,892,000	1,419,000
[redacted] (Gifts . . .		473,000
Special Revenue Fund - State School Dormitory		121,500
Capital Reserve		
Revenue Bonds		
Total	9,471,000	3,697,500

Signature of Agency Head	Approved By	Title
[signature]		

APPENDIX X

COSTS AT KANSAS INSTITUTIONS OF HIGHER EDUCATION (1973-74)

Institution	Tuition and Fees	Room and Board	Total
Allen County JUCO	210	684	894
Baker University	1,490	950	2,440
Barton County JUCO	340	1,000	1,340
Benedictine College	1,530	970	2,500
Bethany College	1,445	935	2,380
Bethel College	1,570	895	2,465
Butler County JUCO	250	750	1,000
Central JUCO	1,300	900	2,200
Coffeyville JUCO	250	800	1,050
Colby JUCO	250	820	1,070
College of Emporia	1,470	1,000	2,470
Cowley County JUCO	204	1,050	1,254
Dodge City JUCO	300	900	1,200
Fort Hays Kansas State College	410	850	1,260
Fort Scott JUCO	255	720	975
Friends University	1,335	1,020	2,355
Hesston JUCO	1,272	919	2,191
Hutchinson JUCO	280	890	1,170
Independence JUCO	230	1,000	1,230
Johnson County JUCO	360	1,350	1,710
Kansas State College of Pittsburg	390	900	1,290
Kansas State Teachers College	386	1,200	1,586
Kansas State University	526	1,000	1,526
Kansas Wesleyan College	1,825	975	2,800
Manhattan Christian College	682	724	1,406
Marymount College	1,400	1,050	2,450
McPherson College	1,510	925	2,435
Mid-America Nazarene College	1,360	930	2,290
Ottawa University	2,100	925	3,025
Pratt JUCO	282	750	1,032
Sacred Heart College	1,360	890	2,250
St. Johns JUCO	915	820	1,735
St. Mary College	1,150	870	2,020
St. Mary of the Plains College	1,280	870	2,150
Southwestern College	1,565	840	2,405
Sterling College	1,450	940	2,390
Tabor College	1,500	820	2,320
University of Kansas	550	1,000	1,550
Washburn University	577	1,000	1,577
Wichita State University	530	1,100	1,630

SOURCE: Chronicle of Higher Education, April 23, 1973, p. 8, from College Entrance Examination Board, "Student Expenses at Post-secondary Institutions, 1973-74."

APPENDIX Y

Excerpts from "Guidelines for Increasing Academic Efficiency at the State Colleges and Universities" adopted by the Board of Regents.

FACULTY ACTIVITY

TABLE IV

Salary Costs* Per Student Credit Hour by Levels and Percent of Total Credit Hours for All Courses by Institution

Level	KU	KSU	WSU	KSTC	KSC	FHKSC
	$ %	$ %	$ %	$ %	$ %	$ %
UG-LD	20.65(51.8)	19.45(63.7)	17.00(68.1)	16.87(58.1)	14.65(58.6)	15.61(55.9)
UG-UD	26.70(33.3)	25.85(19.2)	28.55(27.6)	19.92(29.6)	18.55(31.8)	18.46(39.2)
Grad I	36.16(11.4)	37.33(13.7)	50.49(4.3)	28.39(10.8)	28.51 (9.6)	29.73 (4.7)
Grad II	87.27 (3.5)	69.25 (3.5)	194.08(0.02)	28.67 (1.5)	74.65 (0.1)	41.01 (0.2)
TOTAL	26.75	24.84	21.66	19.20	17.27	17.45

*Non-instructional personnel costs prorated to levels in proportion to student credit hours at each level. Excludes EFT and Salary costs for Organized Research, Assisting Research, and Professional Service.

Table IV compares average instructional costs by four levels of instruction at each of the six Regents institutions. Cost figures shown at the Graduate II level in this table reflect doctoral level work at the three universities and specialist level work at the three colleges.

It has been assumed that the average cost of instruction increases as the level increases. This assumption was confirmed by the data shown in Table IV. The least costly instruction was at the freshman-sophomore level (UG-LD), while postmaster's (Grad II) was most expensive.

Freshmen and sophomore courses are usually of an introductory or survey nature. They provide much of the general education background expected of all college graduates and serves as foundation for later professional specialization. As such, they attract large numbers of students and many of them lend themselves well to mass educational techniques. Consequently, the number of student credit hours "produced" by instructors of these courses can be expected to be high. See faculty members who command above average salaries, results in lower costs for freshman-sophomore courses. As the level of instruction increases to junior-senior, Graduate I and Graduate II, the factors mentioned above operate to reduce class size and increase cost.

TABLE VI

Student Credit Hours Per EFT Unclassified Individual*
(Full-time Faculty Member)

Level	KU	KSU	WSU	KSTC	KSC	FHKSC
UG-LD	178.12	223.20	245.79	264.27	284.92	301.19
UG-UD	183.74	198.00	183.03	235.07	244.78	252.19
GRAD I	150.80	140.48	114.36	165.15	158.26	151.50
GRAD II	71.52	82.64	35.21	165.19	39.47	125.60
TOTAL	167.69	191.82	214.66	238.04	251.13	267.64

* Non-instructional personnel costs prorated to levels in proportion to student credit hours at each level. Excludes Sponsored Research, Assisting Research, and Professional Service.

APPENDIX Z

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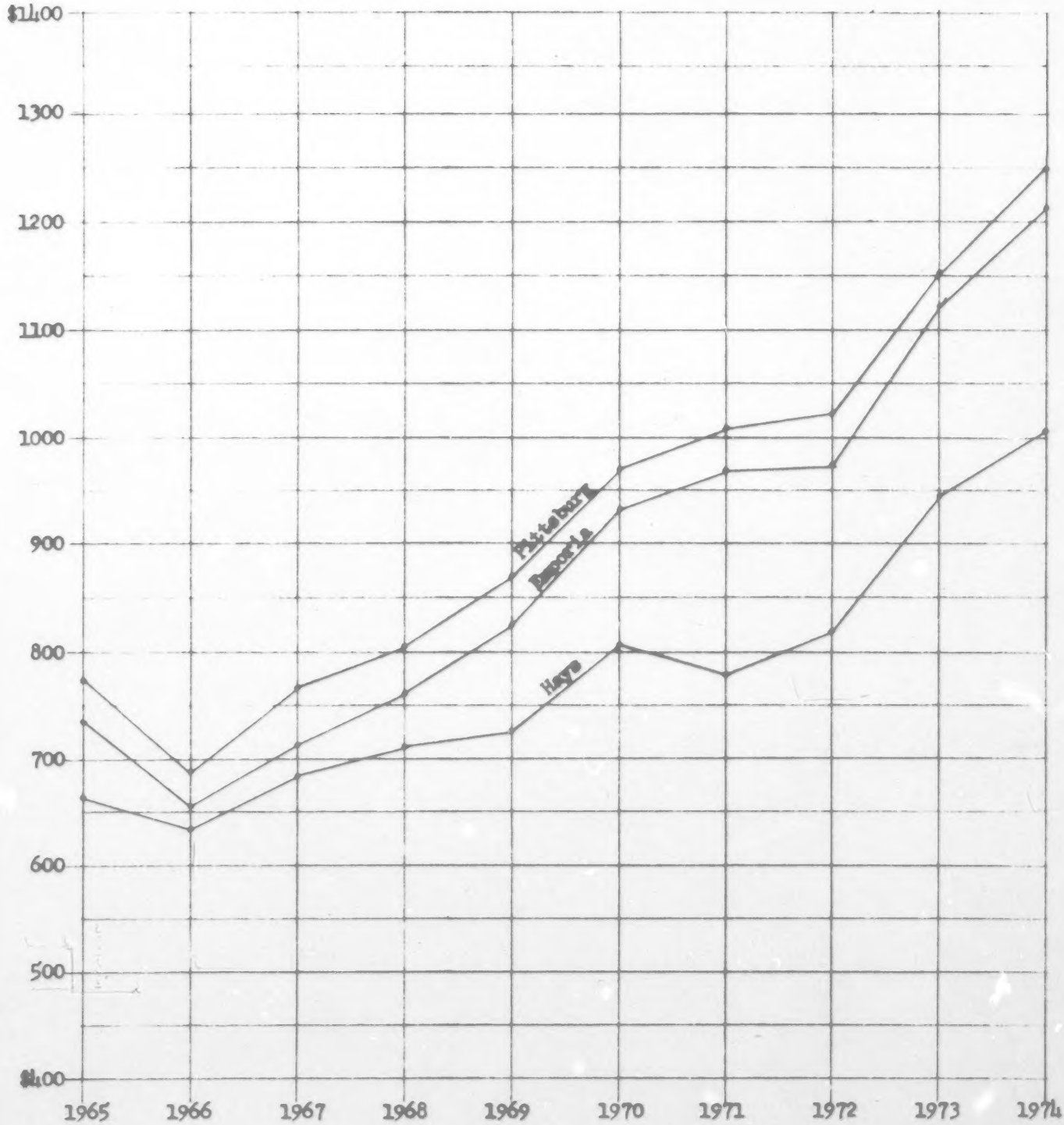
GENERAL REVENUE FUND
APPROPRIATION PER FTE STUDENT
FY 1965 TO FY 1974



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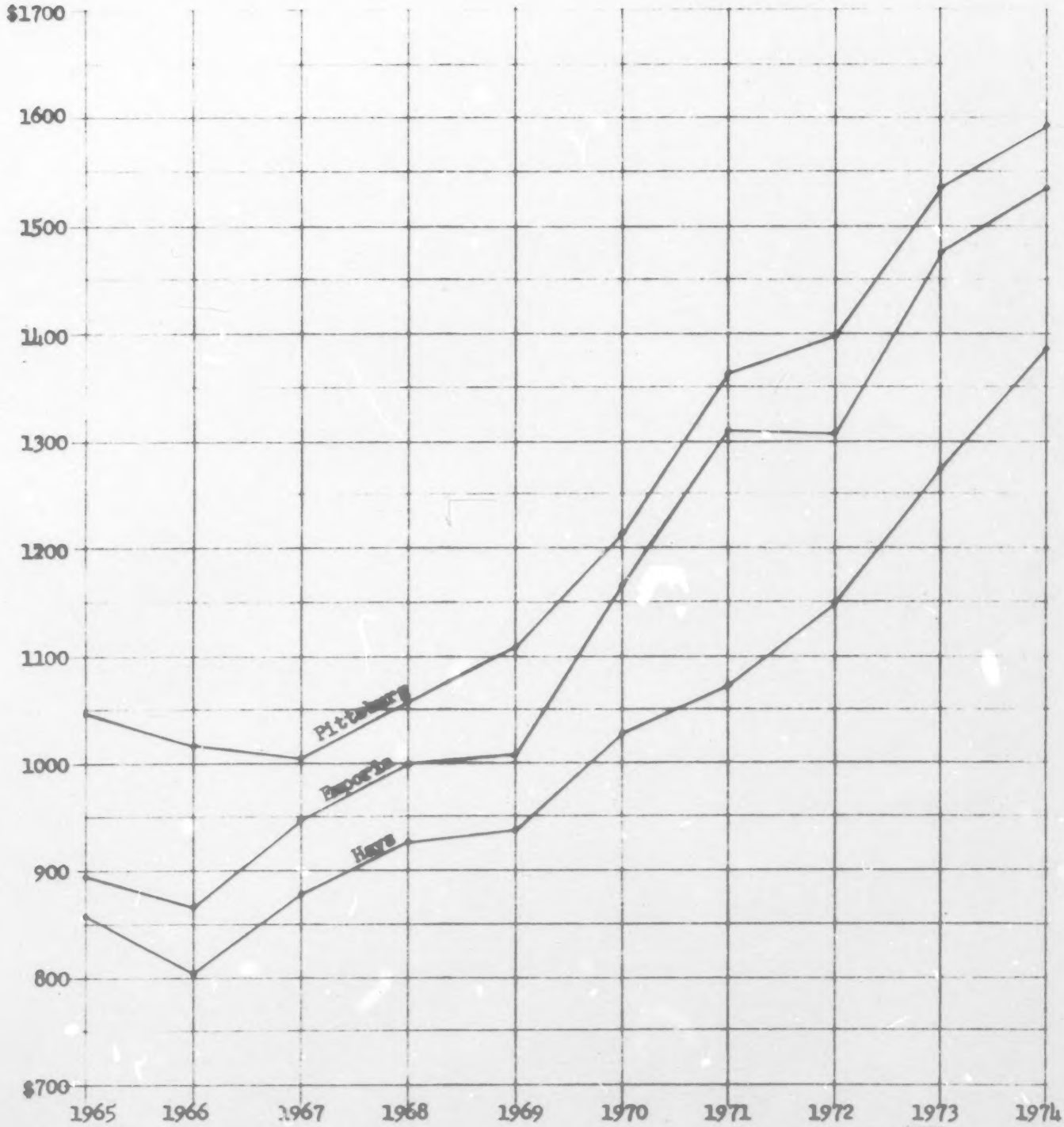
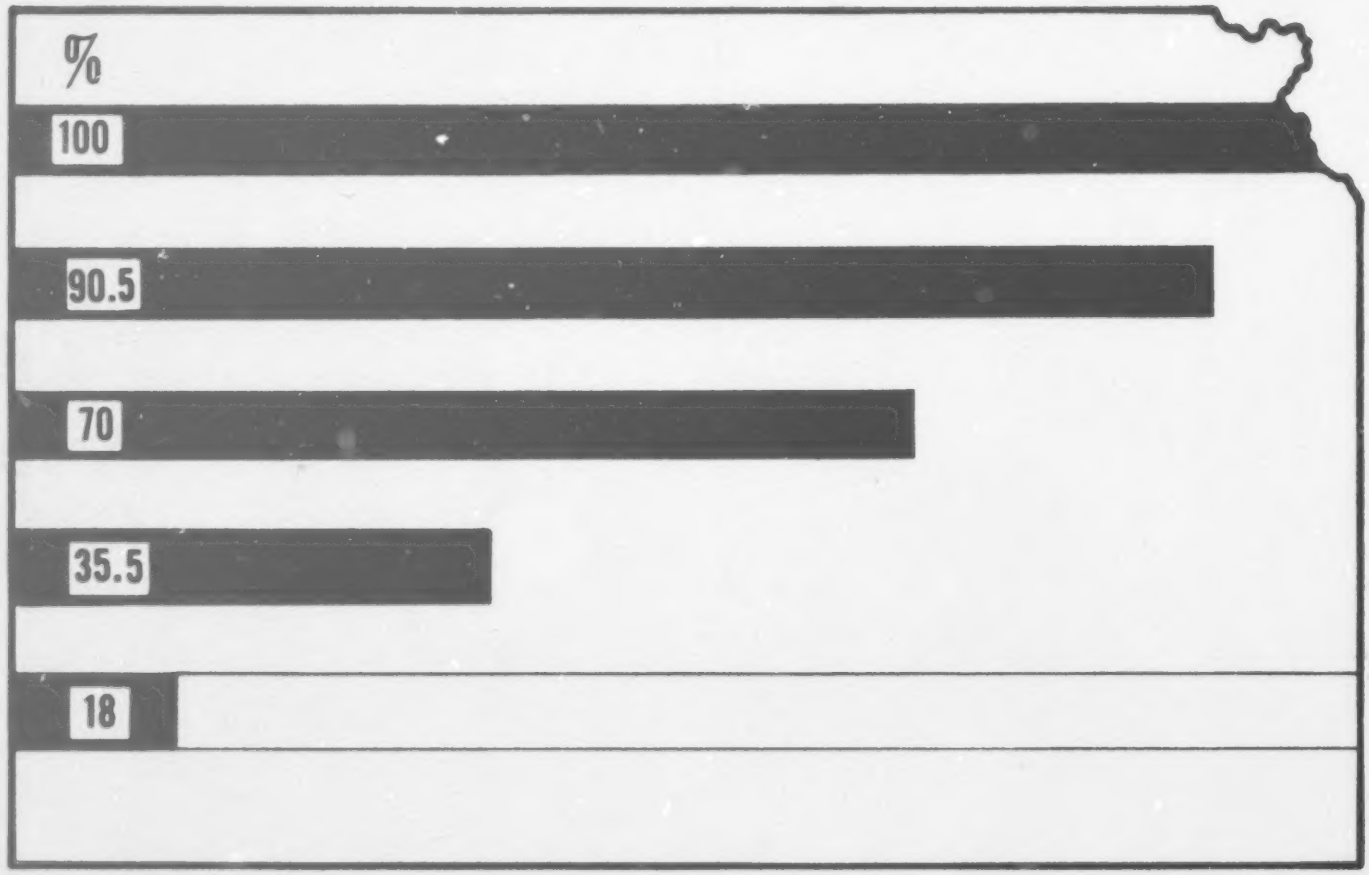
GENERAL USE FUND
EXPENDITURE PER FTE STUDENT
FY 1965 TO FY 1974



APPENDIX AB

KANSAS EDUCATIONAL PROGRAM



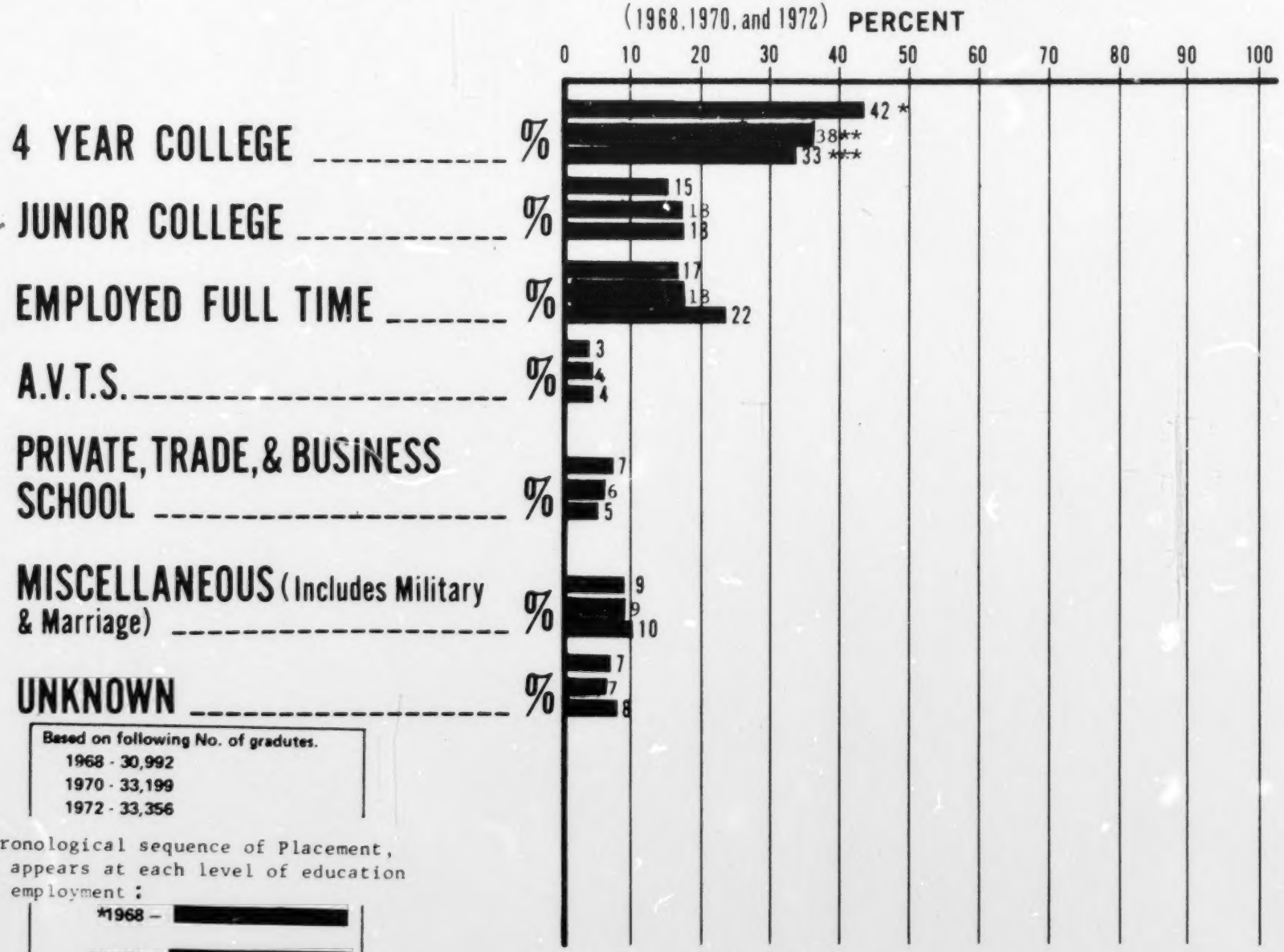
*This figure based on 50% of the starting freshmen finishing a 4 year degree program.

Source: State Dept. of Educ.
School Year 1972

APPENDIX AC

PLACEMENT OF KANSAS HIGH SCHOOL GRADUATES

(1968, 1970, and 1972)



Based on following No. of gradutes.
1968 - 30,992
1970 - 33,199
1972 - 33,356

Chronological sequence of Placement, as appears at each level of education or employment :

*1968 –

**1970 –

***1972 –

Source: Dept. of Education for the State of Kansas Organizational Report

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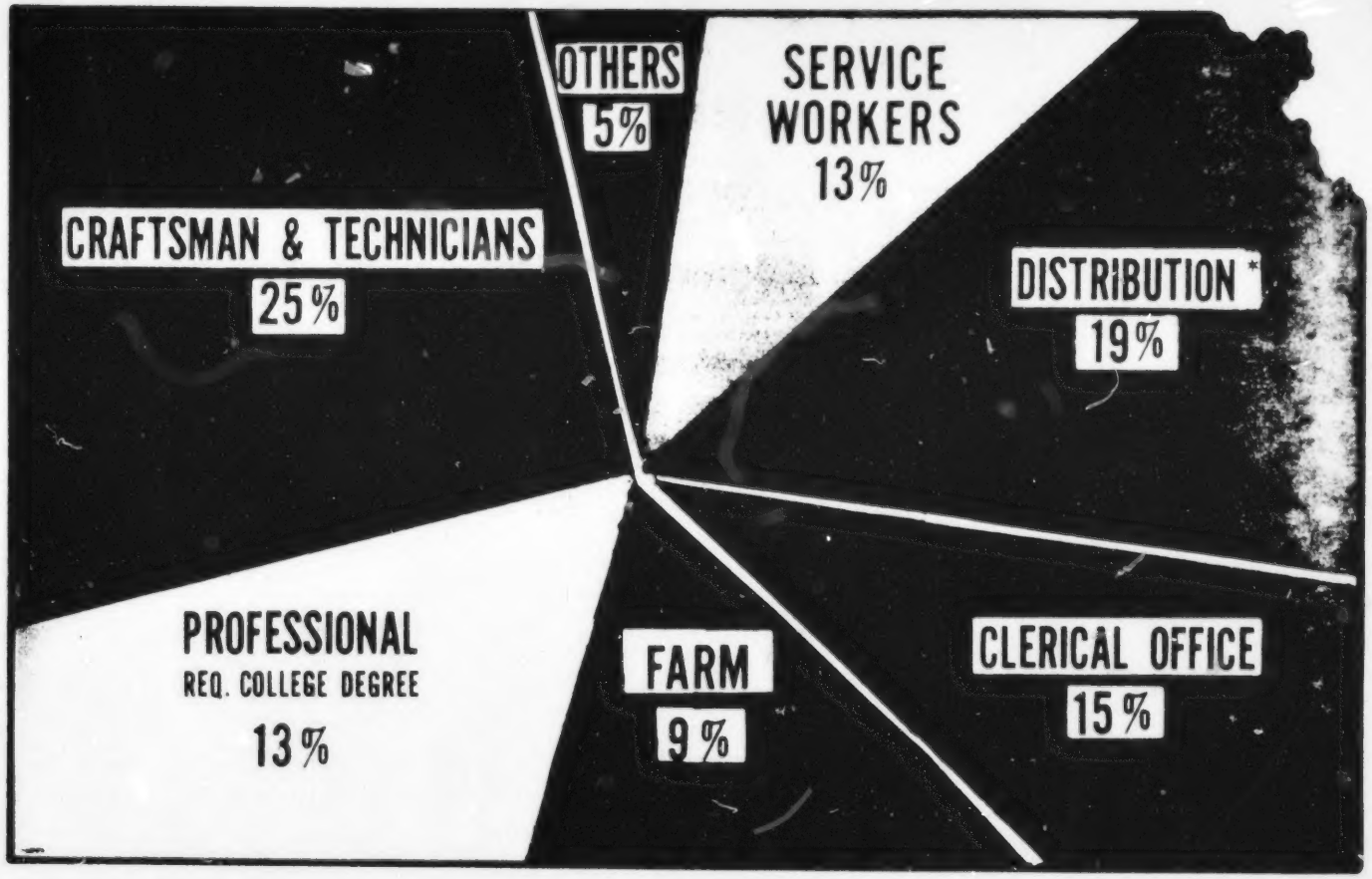
EMPLOYMENT BY OCCUPATIONAL AREAS



** Distribution includes sales, transportation and truck drivers.*

Employment Security Division 1969
and
K-MUST Study – Division
of Vocational Education
State Department of Ed tion 1972